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ABSTRACT

This report presents survey data on the effect of recent urban ferment and upheaval on the position of elementary school principal. The bulk of the report consists of written statements by elementary principals, in 57 of the largest urban cities, on their perceptions of the principal's role. According to the replies on one multiple choice question, a majority of respondents believe that increasing importance is being assigned to the position of elementary school principal. (JF)

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PERCEPTIONS OF THE CHANGING ROLE OF THE URBAN ELEMENTARY SCHOOL PRINCIPAL: REPORT OF A SURVEY

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EA 003 529

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THE PRINCIPALSHIP TODAY

Introduction

This is a survey of the perceptions of elementary school principals of the principalship in some of the largest cities in the United States. The data were secured during late 1969 and early 1970 -- a time of change approaching crisis in some of the urban schools. In some instances the crisis was evidenced by violence and unrest, in others by failures of vital financial support issues, and in some by the apparent failure of the curriculum and teaching methods to meet the needs of pupils.

It can come as a surprise to no one to discover that the schools have lost the confidence and support of substantial numbers of citizens, pupils, and educators. The only cause for surprise is that it took so long for the pressures to build to the point where the need for change is evident to all concerned.

It is not our purpose in this survey to discover the several contributing causes of the ferment in the public schools. Actually, we are assuming that the schools reflect the unstable condition in the larger society evidenced by changes in values which formerly served to legitimate practices in public education.

The impact of powerful forces has been increasingly evident since World War II. Sputnik accelerated some things, but science and technology are only part of the complex of forces for change. An early effort to make sense of the changing order discussed a revolution in education brought about by a knowledge explosion, a technological revolution, and a population expansion (including rural urban migration). Later analyses introduced elements related to these forces and others. We know them as "generation gap", "drug culture", "student militancy", "community control", "teacher militancy", "pollution menace", the package of emotionally-laden issues associated with Viet Nam and a host of

other "new" phenomena. Whether new or not they are verbal symbols for potent forces and, in concert, they reveal the pre-war institution of public education to be a sham and a charade.

But this subject, though vital to the survival, let alone the improvement, of public education is not the focus of the survey. What we seek to discover is some indication of the effect of this changing situation upon one position of responsibility in the educational institution -- the elementary school principalship.

Since we deal only with one period of time, the present, it is necessary to interpret the information supplied in order to determine whether it deals with a change or the continuation of traditional practices. An additional assumption should be identified in this regard. It is our contention that much of the tension in schools today can be attributed to the continuation of traditional practices in spite of the new demands of a greatly changed environment.

These remarks may appear to pre-judge the data. This is not our intent. These preparatory comments are being written before the survey data are collected or analyzed. The purpose of identifying the assumptions is to identify our own biases as well as some of the purposes for the survey. Professors of educational administration are associated with other groups in an attempt to prepare principals for schools such as those in the survey sample. One important source of information concerning the task of the principal is the role incumbent himself -- the elementary school principal. Regardless of the assumptions underlying the survey we believe that the method of collecting data was such that respondents were free to answer as they wished. Further, for purposes of this report, we shall endeavor to permit readers to make their own inferences from the survey replies.

Our own particular purpose was to learn more about the way the big-city principal perceives his position. We sought this information, along with other kinds of information, in order to have a better basis for improving our own University pre-service and in-service work with principals.

Procedure

A list of the largest cities in the United States was prepared. These cities were drawn from the membership list of the Great Cities Association. Whem omission of certain cities was noted, these cities were added using census data as a guide.

A mailing list of the superintendents of each of these cities was prepared. One cover letter to the superintendent was prepared inviting him to keep one set of materials and send another set to a principal in his district. No suggestions were offered as to how the principal should be chosen and the principal was not contacted by the University. Materials came to the principals through interoffice mail from their superintendents.

One advantage of this procedure -- routing materials through the superintendent -- was that principals would be more favorably disposed toward cooperating with the survey, since receiving the form from the superintendent implied at least that the superintendent was not opposed to the principal's participation.

We recognize that this procedure would have an important effect on the type of principal in the sample. Superintendents quite likely sent the form to a principal in whom they had considerable confidence. Almost certainly, superintendents would not think it proper to ask a principal whom they judged to be incompetent or poorly qualified to take on a task of this sort. At the very least, we can assume that the forms were completed by principals who were known to the superintendents. Since some of the cities have hundreds of

principals, this information alone would support our notion that they are among those perceived favorably by superintendents.

This strategy also had an effect on the follow-up procedure. It was necessary, since the cooperating principal was unknown until we received his reply, to send the follow-up request to the superintendent. In many cases, however, superintendents replied including the name and address of the principal selected.

The Survey Form

The materials included another cover letter to principals and the one-page survey form. This consisted of an invitation to respond to the stimulus "The Principalship Today" and one multiple choice item concerning whether or not the principalship was increasing in importance. The only other item on the form was a space to be checked by principals desiring anonymity in this report. The usual self-addressed, pre-paid return envelope was supplied.

The initial mailing went out the first week in September. One follow-up mailing was sent out in the second week of December.

Response

A total of 46 replies were received. Thirty-two of these resulted from the first mailing and fourteen were received after the follow-up mailing. The total number of cities contacted was 57.

Importance rankings were reported as follows:

It is my opinion that the position of elementary school principal today is:

Becoming more important 42

Maintaining the same degree of importance 1

Becoming less important 4

There is one more ranking than the total number of replies because of one principal who checked both more and less important. His explanation for this is found in the Buffalo, New York comment.

This item was included because of the wide-spread tendency to demean the role of the principal due to the assumed loss of power to other groups: the community, teachers, pupils, and others. Without considering the nature of power and whether there is a limited supply of whatever it is we may surmise that these principals have not experienced a concomitant loss in feeling of importance. We did not ask the question in terms of power because of the semantic difficulties associated with the concept. Of course, it may be suggested that respondents are reporting that the position is more important because of the loss of power. This line of reasoning would maintain that because there is not sufficient power the position is more important because it is more difficult now to succeed as a principal. We don't subscribe to this explanation, but suggest that someone can easily probe a bit to tease out the reasons principals believe the position is more important.

Our preferred explanation would agree that the position is more difficult, the task more crucial to society, hence more important. If we were to speculate about power we predict that principals would report a change in power, a change in kind, a change in the way whatever power is, is exercised. But we do not have data to carry this argument further.

Treatment of Data

Data from this survey are in the form of written perceptions of big-city principals concerning the position which they occupy. It is necessarily impressionistic and will not lend itself easily, if at all, to quantification or statistical treatment. For this reason, we repeat our desire to permit

readers to draw their own conclusions, recognizing the limitations inherent in our approach to the topic. We have not yet analyzed the replies, but even if we had done so, we would still wish to present the data exactly as they were presented to us.

Having acknowledged these limitations, we, none-the-less, feel obligated to indicate some of the uses to which we shall put the data and how at this point we plan to organize it for our purposes. We owe this to the respondents to demonstrate our respect for their contributions.

We shall first examine replies to discover which tasks are specifically identified by the principals.[1] Our approach is simple. We will list each specific task the first time it appears in any statement. When we find it again in other statements we will keep a tally of these additional mentions. The large number of specific tasks will then be grouped into more inclusive categories. This will yield a frequency distribution of task areas volunteered by respondents.

A similar procedure will be attempted for process[2] areas. Because of semantic difficulties, it may be necessary to have multiple analyses by different judges. We would then have to eliminate process statements on which the readers did not agree.

Leadership styles can probably be detected by a similar procedure. Indications of initiation and consideration oriented positions can probably be

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[1]The task approach to administration is useful for some purposes although it is merely a taxonomy and cannot be considered a theory of any type.

[2]As generally used "process" is a collection of verbs telling what the principal does. However some writers organize process elements in such a way as to construct a theory usually centered about the element of decision-making. See. Edward H. Litchfield, "Notes on a General Theory of Administration," Administrative Science Quarterly, I (June, 1956), 3-29.

distinguished easily by readers after a brief orientation or training session.[3]

We also contemplate an analysis of the issues introduced by principals--community control, teacher militancy and the like. It will be interesting to determine which issues are most frequently mentioned even though we recognize this carries no qualitative connotation.

These are some of the treatments of data we expect to complete. In all of these operations it will be interesting to see if there are variations by size or region. The implications for our University based programs should be most helpful. Those more concerned with the on-site, in-service implications will need to deal as best as they can with the problem of situational differences from city to city. Happily, and unhappily at times, we believe there are important similarities.

Our purpose in these remarks has been two-fold:

1. To inform interested persons of the nature of the survey data including its limitations.
2. To share with cooperating principals and superintendents some of the uses we shall make of their contributions.

Enough has probably been said to accomplish these purposes. Another purpose should have been paramount: To acknowledge our appreciation for the splendid response to our request for participation in the survey. Copies of the report are being sent to all participating principals and superintendents. The results of the survey will be most helpful to us. It is our hope that they may be of some interest or assistance to those of you whose contributions follow in the next section of the report.

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[3]See. Andrew Halpin, Theory and Research in Administration, (New York: Macmillan, 1966), p. 86.

Organization of the Report

The remainder of this report consists of the comments of respondents followed by an appendix in which the survey letters and forms are duplicated. The replies are presented alphabetically according to the name of the city concerned. Anonymous replies follow these in a random order. Replies received after February 15, 1970 could not be included in the report.

CITIES REPRESENTED

Albuquerque, New Mexico
Atlanta, Georgia
Birmingham, Alabama
Boston, Massachusetts*
Buffalo, New York
Cedar Rapids, Iowa
Chicago, Illinois*
Cincinnati, Ohio*
Cleveland, Ohio
Dallas, Texas
Dayton, Ohio
Denver, Colorado
Des Moines, Iowa
El Paso, Texas
Fort Worth, Texas
Gary, Indiana
Honolulu, Hawaii
Indianapolis, Indiana
Jersey City, New Jersey
Kansas City, Missouri
Long Beach, California
Los Angeles, California
Louisville, Kentucky
Memphis, Tennessee
Miami Beach, Florida
Mobile, Alabama
New Orleans, Louisiana
New York, New York
Oklahoma City, Oklahoma
Omaha, Nebrasks
Philadelphia, Pennsylvania
Phoenix, Arizona*
Providence, Rhode Island
Richmond, Virginia
St. Louis, Missouri*
St. Paul, Minnesota
San Antonio, Texas
San Diego, California
Seattle, Washington
Syracuse, New York*
Tampa, Florida
Toledo, Ohio*
Tucson, Arizona
Tulsa, Oklahoma
Washington, D. C.
Wichita, Kansas

CITIES CONTACTED BUT
NOT REPRESENTED IN REPORT

Baltimore, Maryland
Detroit, Michigan
Houston, Texas
Milwaukee, Wisconsin
Minneapolis, Minnesota
Newark, New Jersey
Norfolk, Virginia**
Pittsburgh, Pennsylvania
Portland, Oregon
Rochester, New York
San Francisco, California

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*Anonymous. Neither the city nor the principal is identified. Anonymous replies are <u>not</u> arranged in alphabetical order.

**The Norfolk reply is included at the end of the group of cities represented. It was received too late to place in its proper position. This makes 47 replies.

ALBUQUERQUE, NEW MEXICO
RANCHOS ELEMENTARY SCHOOL
W. M. Robertson, Principal

Good elementary principals are not uncommon, but outstanding ones are rare indeed. Such a principal is held in high esteem by his faculty, openly adored by the student body, respected by the parents and secretly envied by his co-workers for his unassuming manner.

In personal relations with parents, children, and others in the community he exercises tact and understanding. No teacher could be happy or work with satisfaction if not allowed to be an individual. Of necessity certain standards of curriculum must be met, but freedom of development is always permitted. It is easy to label a man a Christian, but it is difficult to find a man who is honest, fair, and straightforward in human relations.

A principal of understanding is a principal of an excellent spirit. His keen awareness for individual personality traits often makes the day brighter for a shy child. He instills in each teacher a desire to cooperate and do his best in any learning situation. Weaknesses will be strengthened and strong points recognized. He possesses a remarkable degree of firmness, yet exercises a great amount of sympathy for difficulties that arise in teacher-to-teacher and student-to-teacher relationships.

The position of elementary school principal today is becoming more important than ever before.

ATLANTA, GEORGIA
A. D. WILLIAMS ELEMENTARY SCHOOL
Mrs. Gwendolyn Howard, Principal

When James Garfield said, "I am not willing that this discussion should close without mention of the value of a true teacher. Give me a log hut, with only a simple bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus, and libraries without him," he did not realize the legacy he left for the modern-day principal. Time has taken the log hut, the simple bench, and Mark Hopkins and has left to us the buildings, apparatus, libraries and made important a mass of children and instructors, varying greatly in their approach to education, and a world which is extremely complex.

A principal, with teachers referred to by Garfield, often recognized his role as being somewhat different than the role required of the principal in today's complex school systems. The days of the administrative custodian are over--if there was ever a place for them in the American School System.

The field of elementary education may be likened to the old expression "the hand that rocks the cradle rules the world". One look at today's newspapers immediately brings forth the message that the elementary school does not exist in a vacuum; therefore, it is of paramount importance for the principal to know of the vital forces: Social, economic, political, and moral which give direction to today's events. These must be taken in context with the historical past and all that it has contributed to present knowledge.

No longer are the concepts good and evil recognized as tools by which worth is measured. This makes real the need for a sound, relevant instructional program and a staff for its implementation.

The principalship must give justification to itself as a profession at the instructional level. To meet the increasing demands, the elementary school has grown into a complex organization using the talents of a greater number of specialist services which makes void the old paternalistic master-servant attitude of the past. The principal has become or must become a skilled social manager, where there is mutual professional respect and interaction between the participants to effect the needed skillful coordination demanded in the elementary school of today. The principalship today places emphasis on instructional leadership which opens the way for growth and improvement and coordinates the knowledges and abilities in all personnel to develop and improve the total instructional program.

Certainly, basic to any good elementary school program is the attention the principal gives to instruction, per se. The processes of education as they develop and change to meet the dynamic needs of individuals and an ever changing culture must be a part of the principals' repertoire. Not only should the elementary principal be aware of and have knowledge of and understanding of a child's physical, social, and economic developments but the principal must have developed sufficient expertise in the methods of intervention to impartially disseminate this information to assigned staff who are supervised by the principal. The same is true with the mandate placed upon the elementary school principal to be knowledgeable about the many faceted society in which he lives so that this knowledge can be made relevant to the instructional program.

A program which is developed and maintained by sound principles must be consistently tested and evaluated in terms of meeting the needs of the students and the demands of constraints placed by the board and public in general. The principal must recognize the collaborative aspect of evaluation by embracing the technical knowledge of the instructional staff in a continued process of planning, study, evaluation, and adaptation to meet the needs of the school population and the community. This process is not a one time endeavor but must be made a permanent part of the school program for effective instruction at the elementary school level.

The variety and range of human personalities employed by a school system present yet another need in the qualifications of the principal. A principal has the increased responsibility of being an expert in the knowledge of the personalities of the persons with whom he works. The principalship must couple this with the kind of humanity he must possess which makes him skillful in dealing with the instructional staff and the variety of resource persons which new instructional programs have brought forth. Another dimension in this area would concern itself with a realistic approach as to how the community and its leaders will participate in the development and implementation of the school program.

BIRMINGHAM, ALABAMA
ROBERT E. LEE ELEMENTARY SCHOOL
Miss Elsie H. Dillon, Principal

The post-industrial society in which America is now entering will make even greater demands upon education than the industrial development era. A society that built an educational system to produce the technical knowledge to send two exploratory expeditions to the moon, must now devote its efforts to solving its social and political problems.

Just as the schools were called upon to Americanize the teeming hordes of immigrants that poured into the great industrial centers at the turn of the century, so must they help America solve the problem of turning the unproductive and disadvantaged into producers and contributors in the technological age.

In this great undertaking the basic school will play a great part. Here is where behavior is changed, attitudes shaped, values formed, foundations laid. All of this points to a more important role for the elementary school principalship.

When we trace the development of the principalship to the present time we find that it parallels our industrial growth. The principalship came into being to fill a felt need. The principal found his way by trial and error, experience and observation in an uncharted sea. The history of education tells us that the early principal did a good job. He developed the principalship into one of the pillars of the American public school system.

Now his role is in a transitional period. He is no longer required to know everything about every subject taught in the school. Many of the duties he had to perform as principal--or chief teacher--are now done by staff members, his own or from a central office. His task requires administrative ability and executive prowess. He now has a staff composed of a secretary, a school lunch-manager, a counselor, custodial group, a faculty group, and teacher aides and others housed in the building.

At the principal's call from the central office are school nurse, visiting teacher, legal officer, curriculum director, supervisors of special and academic subjects, guidance specialists, child health specialists, public relations experts and personnel of a school service center. These people he must use in a manner to bring the greatest advantage to each pupil under his direction.

Teacher training institutions are graduating many talented young teachers who intend to become career teachers. In a leader they want intelligence, creativity, challenge, inspiration, cooperation and support. This calls for a selective process in the recruitment of candidates for the principalship. We might even suggest that an internship for prospective principals is now indicated.

There has not only been an explosion of knowledge, there has been an explosion of teaching devices, methods and theories. The principal must be

constantly evaluating these. Judgement is required--research is indicated. In an era in which a national goal has been set to wipe out reading deficiencies, it is safe to assume that the role of elementary school principal will become increasingly more important.

BUFFALO, NEW YORK
P. S. # 52
Bertram A. Miller, Principal

I cannot comply with your request to check "one answer only". The principalship is in a period of transition as you stated, not galloping but definitely moving. In some areas it is becoming more important without any question. A principal's absence for a month would be felt more sharply by his school and community today than would have been the case say twenty years ago. At the same time the principal today, is less looked up to by his own staff, and is perhaps less influential in decisions made in the total school program.

That the principal has become more important to the school is fairly easy to document.

1. There is today a more rapid changeover of teachers, hence a greater need for someone to provide a consistent program for children. This involves advising new teachers of the particular needs of children in the school, furnishing classrooms, and instructing in the use of equipment and facilities.

2. With sick time allowed, there is much more absence of teachers, hence more substitute teachers to place, and more often the need to reassign and regroup children.

3. Teacher preparation these days is more broad and less a training experience. This can and does produce many superior teachers, but it also calls for greater effort on the part of the principal for early assistance in the classroom routine, so important to the beginning teacher.

4. With more militant organization, many teachers are less willing to take on responsibilities previously assumed to be part of the job. Noontime duties, corridor supervision may not lie within the scope of professional effort, but if no one else is hired to do the job, it becomes a principal's headache.

5. Parents, though not less reasonable than in the past, do more often expect the school and the principal to account for and explain the school's program and practices.

6. Texts, equipment, and materials today change more frequently than before. It, therefore, becomes a greater task and responsibility to order efficiently and fairly and to remain knowledgeable in these areas.

7. The question of children becoming more difficult to handle is debatable. Certainly our entire population is more assertive and explosive. This, I am sure does influence the behavior of children.

In spite of those facotrs citing an increased dependence upon the principal by the various facets of the school program, there is concurrently a trend, particularly in the larger communities, for the principal to find himself relegated to a lower status within the department. Worthy of mention as contributing to this tendency would be:

1. The complex of federally funded programs, and the consolidation and growth of suburban districts, has seen the creation of many additional central office positions, admittedly necessary and important. These positions, salarywise, are usually equal to or above that of the principal. Teachers know this, those appointed to the new positions know it, the principal knows it. The competition of numbers of equals makes his light less significant.

2. In the larger cities there have grown many programs for children and adults, after school, evening, etc. This has meant opportunities for teachers, which is good. However it can also mean that those teachers are working under or along with other administrators and, as a result of this, may feel less subject to their "daytime" principal's authority. This again is not necessarily bad. It does not, however, increase said principal's feeling of importance.

3. The principal today finds himself in a bind, perhaps always true, but certainly less evident in the past. His students, particularly the older ones are less apt to submit to authority; his teachers are more outspoken as to what they feel lies within the limits of their assignment; his parents are more alerted as to their rights; the community thinks in terms of the school's contribution to all the children rather than that of the screening of those not interested or "capable" of an education. There has been added no "X" factor to assist him in meeting this bind. He must resort largely to his own ingenuity.

CEDAR RAPIDS, IOWA
MONROE ELEMENTARY SCHOOL
Ray L. Churchill, Principal

In my opinion the elementary principalship today is increasing in importance. My comments and observations are based upon experience as a principal in what is considered to be an excellent school system in a midwestern community that supports quality education.

The elementary principal today is being faced with increasingly greater responsibilities. A four way responsibility weighs heavily upon him. He has to coordinate, and place in proper perspective his responsibility toward:

1) the central administration (the superintendent's office);
2) the faculty;

3) the parents (plus other school district patrons); and,
4) the pupils.

Naturally, the main focus or point of attention goes toward the pupils, and the principal, within his sphere of influence and authority, must make decisions and value judgments based upon the situations and the forces brought to bear upon him.

The elementary principalship today requires the use of greater skill and ability in educational leadership than ever before. These are times when elementary principals in growing school systems are being assigned more and more responsibilities. Principals are in the important position of middle management, and, as such, are one of the bulwarks of the school system. The middle management position is just that--it puts them "in the middle"--in the middle of the four way responsibility mentioned in the previous paragraph.

As signs of the times we find these important phenomena:

It is a time when the public is looking more to the principal to be responsible for the general climate in the school.

It is a time when more direct questions are being asked about the school.

It is a time when the school community is becoming more concerned and being more critical of what is being taught and how it is being taught. They ask these questions:

Are children being placed properly in a class group?
Are children being "made to learn"?
Are we reporting accurately on their progress?
Are we handling discipline and pupil management and control effectively and properly?

On the other hand, principals are feeling more pressure from the teachers regarding working conditions, class sizes, arrangements for preparation time, and help with pupils who are "discipline" problems, or who have little or no desire to learn.

The principalship today requires more knowledge of how to work with people, a higher level of leadership, a professional respect for the abilities of the teaching staff, and a good working relationship with parents and pupils. The principal, by the quality of his leadership, must gain and hold the confidence of all staff (certificated and classified), pupils, parents, and the central administration.

Yes, the principalship is increasing in importance, and the type of leadership required is changing. Growing school systems are moving toward decentralization to a greater or lesser degree, but any movement in this direction means that more responsibility is placed on the principal. As the teachers gain more power in being a part of the decision making group in a school district it does not detract from the principal; it takes more ability in working with and guiding the staff in the decision making process. The principal must also be aware of and knowledgeable regarding innovations in education, and

the efforts of industry to present prepared, guaranteed educational programs. Careful evaluation is needed.

The principal today must change his mode of operation to keep pace with the growing demands of the position, or he will become just a figurehead, and the importance of the principalship will decline.

CLEVELAND, OHIO
WASHINGTON IRVING SCHOOL
Miss Sarah L. Livingston, Principal

The primary role of the principal is to guide the school in the fulfillment of its purpose which is, or should be, to provide the best possible education for every child it serves. The demands of society greatly influence this role.

Today's principal must:

1. Provide a climate that enhances the teaching-learning process.
2. Become an expert in human relations.
3. Involve others in decision making and implementation.
4. Develop good school-community relations. A healthy relationship between school and community requires mutual respect, cooperation and continuous communication.

He must know the needs of the school and do whatever is feasible and effective in order to meet those needs.

DALLAS, TEXAS
ADELLE TURNER SCHOOL
Marvin L. Grantham, Principal

As the chief administrator in an elementary school, the principal is accountable to the superintendent for conducting the elementary school administration, instruction program, and public relations. The principal supervises, directly and through supporting administrative staff, faculty and non-certificated personnel engaged in administration, instruction, records and reports, pupil, parent and community relations functions.

Within the limits of his approved program and the policies and control procedures of the school district, the elementary school principal is responsible for, and has commensurate authority to, accomplish the fulfillment of the duties as set forth by the superintendent. He may delegate, to members of his staff, appropriate portions of his responsibilities together with appropriate authority for their fulfillment; but he may not delegate or relinquish his overall responsibility for results or any portion of his accountability.

DAYTON, OHIO
E. J. BROWN ELEMENTARY SCHOOL
William R. Stolle, Principal

I suspect that every respondent to this questionnaire will indicate that the position of elementary school principal is becoming more important. I would agree that in our profession today every individual and every position from classroom teacher to superintendent is becoming more important. Our continuous thrust for quality education for all children indicates this.

Let's, however, take a moment to zero right in on the specific position of the elementary school principal. At this point I must explain that the writer is an elementary principal of a large (1200 students) urban elementary school with a K-8 organization. Our local school district is one in which the professional teachers association has successfully negotiated an elaborate agreement with the Board of Education. This document and others like it across the country are making life difficult for the building principal. It is precisely the area of teacher-negotiated agreements that is making the principalship less important. The teachers are becoming more adept and gaining expertise in the art of negotiating successful contracts with the Board of Education. These elaborate and binding agreements, in many respects, have made it very difficult, and in some cases, have outright curtailed the leadership potential of the elementary principal. These teacher contracts thus have been much more costly to the middle man (building principal) than they have been to superintendents. The day-to-day operation of schools within some of these agreements is becoming much more difficult. Thus, it is the opinion of the writer that the elementary principalship is becoming less important as teachers, through the negotiated agreements, are gaining at the expense of building principals. I believe that unless the elementary principals themselves become more actively organized and represent themselves at the bargaining table they will find that they are just "foremen" in the building without any real opportunities to exercise leadership. This is the challenge facing the elementary principal today.

DENVER, COLORADO
DENISON ELEMENTARY SCHOOL
Daniel B. Myers, Principal

I believe the elementary principalship will become increasingly important in the future. There are several reasons for this:

1. There will be new importance and an expanded interest in pre-kindergarten education. This will be part of the elementary program and administered by the local principal.

2. As school systems and public education in large cities become more complicated, enlightened superintendents will give the central office to supportive roles and delegate the initiative for local community school programs to the building principal.

3. The building principal is "Where the action is" because he is constantly in touch with pupils, teachers and parents. He is, therefore,

the key person to initiate programs, stimulate growth, and evaluate practices.

4. The principal is the logical person to develop staff and curriculum because he and his staff are best suited to assess and meet children's needs. They are constantly working with the curriculum and the needs of children in the local building. The principal will use all types of supportive services within and without the system to effect change.

DES MOINES, IOWA
MCKEE ELEMENTARY SCHOOL
Dr. James L. Daugherty

I have been asked to respond to the open ended stimulus of THE ELEMENTARY PRINCIPALSHIP TODAY. I know it from twenty-five years ago and I am working at it or in it today. I have prepared a rather loose outline to follow. Parts of it will be in more detail because they require more than a routine mentioning to explain. Other parts are explanatory by a mere mention of the duty.

Administration: The principal must know the program and how to interpret the philosophy of the system.

Building, cafeteria, playground, teacher duty rosters and the seeing that duties are covered in daily teacher plans in case of a substitute teacher.

Records: Attendance records, cumulative folders, in and out transfers, office files, reading, approving, signing every departmental report such as accidents, requests, approvals of everything, payrolls, etc.

Building representatives for the many organizations that a system as large as ours needs.

Annual report for the end of the school year, weekly bulletins for teachers, bulletins to parents.

Responsibility for and to substitute teachers.

Responsibility for government programs.

We have clerks, not secretaries, and every word that goes out from most of our offices has to be written first by the principal (necessary to be able to type). Clerks change and training a new clerk is a terrific job. A good clerk is a real right hand.

Administration is responsible for many accounts--both budget accounts and money accounts. These items run into a many thousand dollars.

The telephone.

Guidance and Counseling: (We do not have counselors in the elementary schools.)

Many hours are spent each week in working with children who have problems. The teachers work with these children but in a target area, such as some city areas have, it takes the teacher, the principal and all other help we can get. This falls into two distinct types: One where the teacher and principal and the child can work on the problem and the other where we have to call in the parents, the nurse, the social worker, psychologists, and community agencies. HOURS on a telephone often are spent working on a child's problem.

We have also tried a plan of team work with the principal, psychologist, social worker, teacher, and parent. Releasing the teacher from the class is our stumbling block here.

Discipline: Again this varies by your school's location. Every principal, however, finds more and more time demanded for this item. I try to keep an anecdotal and running record on cards on the children who have difficulties. This record is often referred to when the case keeps developing. Writing it up is time consuming and, if discipline is to mean that the aim is to get the child to want to change his ways and his image of himself, that takes hours. Without thinking of the child, discipline is only punishment and would be only temporary. To get teachers to accept this positive attitude takes background in understanding a sound basis to good discipline.

Staff Meetings: Our local teachers' organization has cut down the number of these we can hold and much of our meetings are taken up with events that bulletins cannot cover adequately. However, planning meetings, that can be a help, are a must. Such extra things as beauty in the building--rooms and halls--display cases, hall bulletin boards, hall manners, and how to say "hello" or "good morning" all require a focus on what is important. Building in the minds of teachers that we must help build a reputation for our school through the inspirational work they put out comes from staff meetings. A staff meeting should make them want to think of new ideas to use. (Also individual conversations.) Fortunately, we do not have merit pay and all are willing to share their ideas and their work.

Supervision: This is one of our heaviest responsibilities to the downtown administration office. In my school I have had 33 to 50 per cent new teachers each year. Some have had a little experience but most of them are right out of college. This means work when in our schedules, filled as they are, there just is not the time. We have consultants in certain areas which we appreciate, because they come in to help the teacher, but do not carry a requirement to evaluate the teacher. That encourages the teacher to be more relaxed with a consultant. The consultant's load is heavy.

Each year the principal has to evaluate his staff by January--the regulars and the new ones. Four short months for a new teacher requires the principal to make some very fast decisions. This calls for a knowledge and understanding of how to evaluate a teacher.

In addition to the supervision of new teachers, the changes in programs such as new approaches to teaching a subject must have guidance, when needed,

and help must be given to get certain individuals to change to new ways of thinking.

Special programs require different backgrounds. EMR (educationally mentally retarded) have to have programs and help which is very different from that of the regular classroom. The responsibility of that program falls on the principal. The same is true if you have a "gifted" class but with different problems. Government programs have certain requirements to be met, and they involve special reports.

Consultants: These people are a joy. They come earlier in the school year to spend a much longer time with new teachers than a principal can find. We have a conference with them before they leave, and often the principal goes to the classroom to relieve the teacher so that she can sit down with the consultant for a comprehensive discussion.

Custodians-Cafeteria-Aides-Library Aides-Student Teachers: All these have to have support from the principal, conferences and help. In our situation everything relating to the children about the cafeteria function, except the food, is up to the principal. In the custodial department we must foresee building needs a year in advance in order to get them into the budget, check on their work, and arrange their schedules to be there for night meetings, etc. The principal is responsible for all teacher aides, library aides, student teachers, Teacher Corps, volunteer help, and college students.

Miscellaneous Ideas: Principals are on many committees to keep constantly updating the material used in the schools. (Teachers are also on many of these committees.)

Principals do many days of teaching during the year for various reasons: every teacher (new) has at least two half days the first year for workshops; no substitute available; an emergency comes up.

Principals are to inspire children as a student body, in smaller groups, and/or as individuals to new, different, educational, and fun activities. We must stretch their horizons in areas where we have been successful.

There is PTA. In many cases at the last minute it falls to the principal to do something because inexperienced hands have let it slide. There are PTA meetings, board meetings, and study groups to take time away from the day.

The principal is being looked at now as a leader in his area: community meetings, bond issues, elections, housing developments, etc.

It falls to the principal to reduce vandalism.

Many meetings on school time require that extra time be found to get the office work caught up.

A need for good publicity for the schools makes every principal a special reporter.

The new idea of involvement (parental, teacher, child) is a time consuming factor and a principal needs a background of understanding to do it.

The new liability laws have put an increased burden on the principal to KNOW that: duties are covered, traffic patterns are fixed for safe walking to school, school building and grounds are safe.

Still the Duty of a Principal Remains the Same to Improve Instruction Needs. A principal needs to have a current background in all subject matter areas which means a college background and a classroom teaching background. This is necessary in order that he can be of help to a teacher who is in need of his guidance so that she can use new or better methods of presenting the subject to children in order to challenge them.

I recommend that a new principal demand a college to include psychology of personality development, a background in identifying children with learning difficulties, an approach to modification of behavior, methods in the subject matter areas, training in human relations and sensitivity, a knowledge about federal programs, an ability to express himself orally and in writing, a chance to be inspired by new programs in science, mathematics, linguistics, creativity, literature, a knowledge of tests and test interpretation, an understanding of social needs and social agencies, a working ability with instructional media aids, and an understanding of how to work with people to sense staff dissensions and community upsets before they expand.

In these areas the principal has to get into the act--Not Just Talk Big.

EL PASO, TEXAS
BARHAM ELEMENTARY SCHOOL
Miss Dorothy Emig, Principal

For several years it appeared that the elementary principal was gaining in stature, professionally speaking. It now seems that the elementary principal is head of a school in name only. Innumerable directives are issued from the central administration. Teacher whims, desires, and complaints must be dealt with cautiously since teacher militancy is on the uprise. Less time can be devoted to instructional supervision since more and more time must be devoted to parent conferences and other phases of public relations. Discipline problems are more demanding of immediate attention. Outside demands are increasing. In direct proportion, principals' frustrations are increasing.

FORT WORTH, TEXAS
B. H. CARROLL ELEMENTARY SCHOOL
Vinson Strain, Principal

The board of education and the administration of the Fort Worth Public Schools believe that each generation has as its prime responsibility the preparation of the next generation as its successor. The discharging of this responsibility demands schools that provide opportunities for each child to be inducted into the rich heritage of his homeland.

The elementary principalship is a vital part of our educational system. The principal should be a master teacher before his appointment to this position. The principalship is becoming significantly important due to scientific technology, social and economic changes.

Today's elementary principalship is a specialized field in supervision, counseling, public relations, and a broad knowledge of the curriculum.

The public schools must provide an adequate and appropriate education for all boys and girls. This requires that we pay attention to the needs of the individual pupil, to the demands of society, and to changing world conditions. It also requires instructional programs broad in scope and flexible in content and difficulty.

GARY, INDIANA
NOBEL ELEMENTARY SCHOOL
W. T. Wallace, Principal

The elementary principal as a professional individual must be dedicated to ideas and activities which are related to the pursuit of educational excellence. While the principalship is presently in a transitional stage, basic techniques remain a domain of the educational leadership within every elementary school building.

The building principal is the educational leader serving a large community. It behooves him to educate the total community as well as sub-groups which comprise his immediate area. By placing the responsibility for this task upon the principal, it stands to reason that the principal must also receive a commensurate amount of authority and flexibility for discharging this obligation.

The "new" principal then becomes a manager. He has at his disposal - faculty, staff, pupils, parents, allied central office personnel, and environmental resources. The administrator must be a sound planner. Too, motivation toward sound educational goals requires knowledge and skill in human relations. Once the plans are made and the motivation successful, this leadership must assume a role of coordination. The principal should capitalize upon all of the human effort combined with the material and allied resources to provide the most effective and efficient learning situation in the facility provided.

Since the principal has the responsibility for school operation, it is only natural for all those within this domain to turn to him for assistance. Another classification that would describe the principal's role would be that of resource person. To add to this limitless list the burden of evaluation compliments the administrator. Not only does evaluation provide the necessary appraisal of content, it also provides the basis for sound judgment regarding curriculum, facility, pupil growth, teaching performance, and the success or failure of meeting the school's purposes and objectives.

The modern principal must deal with a changing teaching profession. He must be aware and willing to participate in negotiations. His abilities and knowledge must be vast in order to make sound decisions. Student unrest

and involvement will confront the elementary principal in more instances. Parental involvement in education must be constructively guided in order to avoid violent confrontations. The constant seeking of ways to improve communications will continue to be a challenge. Constant innovations in the curriculum methodology must be sorted, investigated, and weighed to provide for the best learning-teaching processes.

Finally, even though the administrator is a working manager, he must view and participate in the educational undertaking as a person regarded by a few as an autocrat, by most as a service person, and by some as an agitator. Hopefully, history will remember the elementary principal as an educator.

HONOLULU, HAWAII
ALIIOLANI SCHOOL
Mansfield T. Doi, Principal

All of us in education today are cognizant that our society is evolving at an astounding rate. A chain of events in any day or week will readily substantiate this point rather dramatically as evidenced in the current youth movement, our changing social and ethical values, and a knowledge explosion that have direct implications to education.

School administrators are presently being confronted with a myriad of tasks, some of which are the direct result of educational research while others are the prime result of our ever changing society. Perhaps some of the most significant of the latter would be in the areas of the rising militancy of our teacher groups, the emergence of collective bargaining in the public sector, and the realities of public funding in the public schools. All areas cited above will have direct implications to the role of the school administrator in his daily operation of the school.

In the ensuing paragraphs, I will attempt to delineate some of the roles of the school administrator from my own personal viewpoint.

Program Responsibility: As a curriculum leader of a school, a principal has the responsibility of planning and implementing a total school program based upon the knowledge of local environmental needs to develop each child to his fullest potential. By carefully assessing the community culture, the principal must provide leadership in developing new programs and effecting changes as deemed necessary by evaluative and other pertinent data. He must mold his staff into a team--leading, supervising, advising, motivating, delegating, and coordinating as needed. It is the principal who knows his staff members, both their strengths and their weaknesses. He must determine how fast they can adapt to needed changes--encouraging all to participate. He must be able to recognize their various abilities during this transitional period, knowing that individuals will be at varying readiness stages of implementation.

Responsibility for Policy and Methods: As the deputized management officer of the school, the principal is ultimately responsible for all of the activities of his school. The principal is guided by the stipulations of the school

code and all administrative regulations. He must also be cognizant of the Revised Laws of Hawaii as he implements any aspect of his school's program whether it be in the Administrative, Academic, Guidance and Counseling, or the Student Affairs program.

Responsibility for Materials: Amidst the present period of "inflation" and the growing number of school districts closing their doors due to financial limitations, it becomes imperative that all prospective school administrators be knowledgeable in the realm of school budget and finance. The principal must be able to see and relate to his staff the correlation of school-by-school budgeting as a vehicle in relating funds to school programs. He must be adept in the expenditure of state, district, (local) and federal monies in order to attain maximum mileage out of each dollar allocated to education.

Responsibility for Facilities and Equipment: Essentially, all principals are entrusted with the care of the existing facilities. As one reviews the literature on tort and liability, it seems logical that all prospective educational officers become familiar with the precedents within this realm. Needless to say, principals must have a planned program of continuous maintenance and improvement for all facilities. He must be able to determine the best use of facilities in reference to the teaching-learning activities of his staff.

I have attempted to provide some insights to the role of the principal today but above and beyond, one must not forget the human element in the total operation of any given school plant. Involvement, whether it be by students, parents, teachers, or other educators must be part and parcel of the total pre-planning so necessary in fulfilling and meeting desired objectives. There is no doubt that we must continuously be aware of new knowledge, new insights into the art of teaching effectiveness, new materials and advances in technology, and research findings on the learning process. We must be perennial students of education in order to fulfill our role as leaders in education.

INDIANAPOLIS, INDIANA
P. S. #90
Melvin M. Tower, Principal

The role of the elementary school principal has undergone rapid change during the past few years. Although his major responsibility continues to be the improvement of instruction, he is under great pressure to handle personnel problems involving custodians, teachers and other service personnel. Present conditions across this nation have made teachers uncertain of their role in education and those who assist the teachers with in-service programs and professional competence on the job. Consequently, the elementary school administrator is often in the middle during professional negotiations and community action programs. The principal must become skillful in human relations activities and it is necessary that he acquire a good understanding of the local social system. It is assumed that he will exercise professional leadership to secure the most appropriate program for the school.

Since the elementary school principal's role continues to be the educational leader of the school, he must become aware of all innovations in instruction and organization through a professional improvement program of

readings, in-service meetings and professional organizations. Often he should assist the faculty in the identification of major problems in the school with a watchful eye for possibilities of assisting teachers with these problems.

Of major importance to the principalship is the careful study of the unique talents and abilities of each faculty member with the proposition in mind to assist each person to obtain maximum teaching effectiveness in the classroom. He will endeavor to provide materials, teaching know how, in-service programs, and individual counseling to attain this goal. The ultimate goal of all efforts should be a good program for boys and girls.

JERSEY CITY, NEW JERSEY
P. S. #29
Paul Rafalides, Principal

The principalship today encompasses a wider scope of problems than in any previous time. In the past, the school principal dealt with more stable school populations. Once settled in their communities, families remained for generations. The school had a good picture of the student, his family background, and his total community relationship. Today, population mobility precludes such knowledge of the student. Therefore, the principal must be able to utilize more thoroughly, sociological, psychological, and anthropological techniques in order to make more accurate judgements about his school population. In another sense, he must be an expert demographer so as to place his school within a total environmental context.

Then, the school principal must have a keen sense of the political and social movements of the times, since support of the schools comes from the public sector. The willingness of the public to cooperate with school systems often depends upon the public's perception of the effectiveness of the school in solving social problems. Solution of social ills, such as drug addiction, frequently depends upon the leadership of the schools since they are the primary organizational bodies which come in contact with all the children all the time.

All of these things, briefly mentioned, then, must be juxtaposed with the principal's ability to be an educational leader of professionals. After the diagnoses have been made, the professionals must service the clients' needs. In order to effectively prescribe, the principal must be "up" on new educational technologies, curriculum arrangements, pedagogies, plant facilities, and approaches to human dynamics.

KANSAS CITY, MISSOURI
WILLIAM CULLEN BRYANT SCHOOL
R. Collins Drake, Jr., Principal

More change has been dropped into the lap of the elementary pricnipal in the last eight to ten years than in all the years of the principalship--change in the form of organization, supportive services, and demands from the community. There is no place for the "big daddies","record shufflers",

and "office-sitters". These persons are not going to be able to meet the demands of the position or be able to survive the changing responsibilities. The position is no longer a respected position in an ivory tower. The principal has to adjust and prove his worth as the leader of the elementary program in the eyes of the community, as well as the teachers and students.

Trivia has been replaced with coordination and guidance of many activities which affect the educational program of each and every child. The days of banking the lunch monies twice a week, retreating to where he was hard to find, and many other activities which did not affect the educational program of children are being replaced with involvement in supportive activities that have been introduced during the past decade--supportive services that were not available for his use as a classroom teacher; services that he must be well versed in so as to make proper use of them. As technology advances, he must advance with it or be left behind to become ineffective in his role.

Society has changed. Values and former codes no longer function as many have known them. Militancy is here--by special interest groups, teachers, and let's not forget the children, because they are the best imitators of present young people who appear to be so dissatisfied with society and its institutions. What is sacred, and not open to debate now-a-days? Positions on many crucial issues are going to have to be taken, and many times it will appear that the principal is out on the proverbial limb. Central administration is going to have to exhibit confidence in backing the principal on many issues and to listen to what he says is happening in the local school community.

In order to meet the pressures and concerns of the position, the principal has to be an effective communicator who can interpret the needs and goals of the elementary program. He has to be a person who can stand his ground and defend the position he has taken, whether it be an organizational matter or the placement of a child in a learning situation.

Young people preparing for the role of an elementary administrator of today and tomorrow need the skills that go with the position of operating as Middle Management. They must have expertise in meeting and working with special interest groups, whether they be peaceable or mob-oriented. Knowledge of civil law as well as school law is a tool that may prove invaluable in helping to put forth the best educational program possible in the coming years. Regardless of what is said, learned, and practiced, the position will be no bed of roses and each individual will continue to make the position what it is by his own actions.

LONG BEACH, CALIFORNIA
STARR KING ELEMENTARY SCHOOL
Miss Sarah C. Malone, Principal

Middle manager, facilitator, change agent, systems engineer, great large mother, big daddy--whatever the need, the role or roles, the principal by any other name is a leader who acts to influence other people: Staff members children, parents, professional peers and the general public. His task is to maintain the equilibrium of his school while fostering and allowing for the growth of its clients and staff. He must seek concurrently for institutional

change if and as needed and appropriate and for some degree of homeostasis. Dealing with new organizational patterns, the knowledge explosion, youth and teacher militancy, other associated changes and unrest in the nation as well as tensions in the world as they affect the school is exciting and challenging. Without background in modern-day sociology, sensitivity training and human relations, the principal is often caught reacting to pressures and letting others define his role.

Retraining for new styles of administrative leadership is imperative. For example; there is some possibility that California may move toward a programmed budget, and principals are not prepared for it. If we are expected to set goals for our local school, we must know how to put price tags on those goals. In other words, the big city elementary school principal needs the political savvy of the ward heeler, the budgetary skills of the corporation comptroller and the diplomacy of the ambassador to do his job "nowadays".

Today's principal must be committed to hold to the good as he and his society define it and be willing to change as needed. He must be humane while being scientific in his outlook and methods; he must be flexible while having a definite goal. The state of the principalship? ...A role of importance which is in a state of change.

LOS ANGELES, CALIFORNIA
MELVIN AVENUE SCHOOL
Arthur L. Adams, Principal

The demands on the elementary principal today vary so much from school to school that it is difficult to describe the principalship in terms of a typical role. The principalship varies greatly from small to large schools, from rural to urban schools, and from tightly knit communities to those with "non-communities". Each type of school has different demands for skills, knowledge and leadership styles. As the nation urbanizes the emphasis has shifted from relatively small autonomous schools to large schools which are but a part of a complex school system. Principals act differently, not only due to the external factors of size and location of schools, but also due to the great difference in how each elementary principal interprets his role. The following stereotypes illustrate some of the differences: The Maternalistic Type, The Head Teacher, The Manager, The Autocrat, The Manipulator and The Facilitator.

The social, economic, and technological changes in the nation have had their effect on the principalship, widening its scope and enlarging some of the newer roles of the principal such as his managerial and facilitating functions. Urbanization with the accent on ghetto and minority educational problems has required greater knowledge and sophistication in the areas of sociology, community relations, interpersonal and group skills, and problem-solving techniques. Much of this has not been provided in university administration training.

Unionization and militancy of teachers have stretched the close ties between principals and teachers that have been traditional in elementary schools. The increased power of teacher organizations and their ability to

deal directly with boards of education have by-passed the principal in many areas that historically were his prerogatives and duties. The increasing professionalism of teachers has reduced the importance of the "head teacher" role of principals in many schools.

Principals in urban schools have become more militant as they have found themselves caught in the middle between community demands and district policies and procedures. They are being held accountable for educational success without the needed authority and resources to achieve it. Elementary principals in urban areas have begun to turn to local, state and national associations to provide legal advice and support. Association activities have involved principals in areas not emphasized as strongly in the past, such as applying pressure for needed educational changes, developing legislation and obtaining funding for professional development programs. This increased activity and participation by elementary principals has broadened their range of experiences, interest, and their professional and political sophistication.

Hurriedly imposed new State and Federal programs have increased the demands and pressures on elementary principals. They have been caught in the awkward position of being held responsible for programs they had little or no part in planning. These programs often increase public expectations but have limited chance of visible and immediate success. As these and other programs have been instituted in elementary schools, the administrative load has increased, forcing the principal to sacrifice certain significant functions.

A group of school administrators who were studying the role of the principal observed that: "The people we used to talk to, the teachers and community --we now must learn to listen to, and those we used to listen to we must now learn to talk to." Principals must be able to respond to teachers and community and to communicate effectively to top administration the feedback necessary to proper decision-making and policy making. Principals today are indeed reviewing what they actually do in their schools and they have found it necessary to discard out-worn descriptions. To many principals the old phrase "Duty Statement" is troubling. "Duty" implies a military, "orders-is-orders", bureaucratic function which they tend to see as an obsolete conception of their day-to-day actions, though large school districts are, in fact, line organizations. Some principals are equally disquieted by "job description", a term they recognize as a borrowing from industry. And they are loathe to regard education as an industry.

Principals are inclined to see a more appropriate description of their occupational obligations in terms of a position of trust not unlike that of an attorney or a physician. The needs and demands of their immediate patrons clearly have first call on their consciences.

The following is a description of what urban elementary school principals should be expected to live up to day-by-day in our schools: The school principal occupies a position of trust assigned to him by the people of the city through their elected agency. Though the position is hedged with legal limitations set down by the state and local district, the school administrator owes his primary allegiance to the best interests of the children entrusted to him by their parents. He must as best he can, fulfill this moral obligation

within the legal limits of his authority. As an educational leader of a school staff, the principal must inspire his colleagues to do for children what their parents would want done for them. Using every resource at his disposal, with wisdom and efficiency, the school administrator is committed to guiding the staff to develop and implement educational programs designed to reach the highest expectations of the parents and children. To do this he must persuade his superiors to give him the means to carry out the programs, and must report the results of the enterprise to all those concerned.

LOUISVILLE, KENTUCKY
GAVIN H. COCHRAN SCHOOL
Milton Z. Russman, Principal

If being where the action is makes one important, then the elementary school principal's position is indeed assuming proportions larger than ever planned or assumed. Social, political, and cultural pressures are at work--buffeting the principal from all sides, placing him in vulnerable positions over which he has little or no control, and at the same time demanding providential solutions to any kind of problem. Because of these factors, one must qualify the opening statement along certain guide lines:

1. Changes in society are producing upheavals in every facet of communal living--be it urban or rural, schooling, governmental and/or related services.

2. Changes in communal living are effecting the position of the schools and what is expected of them.

3. Changes in the schools are creating/demanding a changing personnel, with a different nomenclature and definition of responsibility.

Today's society is a sea of constant motion. Various pressures from many--ranging on opposite ends of a spectrum on which one finds Viet Nam, industrial-military complex, student unrest, civil rights demands--are at play. Space does not permit one to deal with these in detail; suffice it to say that such pressures are being manifested in the schools, where many of these social battles are being waged. The principal, as local chief administrator, is required to take positions for which he has not been prepared, may have no inclination, or find himself defending the status quo and sees little need to become involved in such "trivia". That the elementary school principal must adapt, continue to move with the times, remain on top of things, is a priori. It is personally felt this kind of action is taking place--hence the growing importance of his position.

Society's sea of constant motion is being reflected in the schools. Parent groups are demanding to be included in curriculum selection and decision procedures. Various pressure groups, from the right and/or left, enter the schools with demands, many times not leaving until these are met. The principal, as an extension of the superintendent's authority, may be faced with opposing views and little support, unless there is a genuine and open line of communication between him and higher authority. He must expect this, but settle for on-the-spot judgements and decisions, and hope he is right.

What happens to the elementary school principal amidst all those changes and pressures? If we believe ourselves to be truly educators, then we continuously strive to learn from others, as well as take self-instruction. We have to recognize the inevitability of change, look for its strong points, weigh what may appear to be weak areas, and roll with the punches. Above all, the principal must not be a phony while this transition is taking place. Deviation from a position of trust will be evident immediately, and any positive force he might be able to exert will be lost. The principal is standing on a threshold, and this is where the "becoming more important" is most evident. Decisions affecting the total school system, federal programs and bureaucratic controls, parent involvement, preclude the role of the individual principal and emphasize the role of higher echelons--that of superintendent and related authority. But the local school principal remains a partner with the superintendent. It is he who is on the firing line, he is the pivot man; to repeat, he is where the action is.

Another factor begs to be mentioned. The role of the principal is also increasing in regards to report making, record keeping, etc. Let this diminish and let the role of master instructor in the school be increased. Let him be involved with the academic process, strengthen the hand of the teacher, support the waivering child. It is this role for which the principal needs to be trained, and for which all need be concerned. It appears such changes are forming on the horizon, however fragmentally, at the present time. There needs to be more of this and only through a nation-wide effort and commitment, supported by all facets of those educational and public establishments, will this come to fruition.

MEMPHIS, TENNESSEE
SHADY GROVE SCHOOL
Miss Dorothy Wolf, Principal

In my opinion, the elementary principalship is today in a period of tumultuous transition. More and more, demands on a principal's time seem to obscure his real purpose of instructional leader in a given school. From every direction come restraints on a principal in his attempts to furnish an education that will benefit every child entrusted to him. Yet, in our current world, education is a necessity, not a luxury. For this reason I believe that the elementary school principal today is becoming more important.

In his position as responsible head of a school, a principal must attempt to be a very complex individual. If he could be an expert in the fields of sociology, psychology, business management, labor, human relations, and law as well as in all phases of education, he would still have a problem. There are only twenty-four hours in a day!

A principal must set realistic goals for himself. These goals must be flexible. An inflexible, autocratic principal is as obsolete as yesterday's newspaper. With our enormous power to change the physical world and our biological and psychological selves as well, what tomorrow's world will need much more desperately than scientists, technicians and other occupationally skilled people will be truly wise leaders and citizens who can use this tremendous power to govern and to plan for the new complex, urban society.

Without wisdom, technical brilliance alone could lead to social or physical disaster and to the destruction of our democratic way of life. What a person truly is will be much more important than what he can do.

What will happen in the next few crucial years in education may well set the pattern of life for generations to come. Sometime in the future, we will present to our children an elliptical gift, tied with a multi-colored ribbon and covered with malleable clay. It will be their world to create and recreate. To educate each one of tomorrow's adults is the greatest challenge the elementary principalship can have today. Can anyone truly question its importance?

MIAMI BEACH, FLORIDA
BAY HARBOR ELEMENTARY SCHOOL
Mrs. Selma T. Hayden, Principal

The elementary school is where the action is. This is not new but new is the rapidity and complexity of today's change. The relatively recent past witnessed the emergent militancy of teachers, the disinterest of the general public to any facet of education except its cost, poor communication among educators. Reactions to the implications of Sputnik were evident in many ways. The role of the elementary principal, becoming more important can be related to that world event.

Research of the past ten years has shown that children are ready and able to learn at an earlier age than we have heretofore thought. Research has shown also that boys and girls of elementary school age can learn more in depth and complexity than formerly thought.

As the instructional-leader of an elementary school, the principal's role is moving and, in some school districts, has moved from wherever it was, to that of decision maker and change agent. Since the principal is in contact with all students and all teachers, he is the one to assess what is needed in terms of change to reach the school's goals. Since he knows his community, he is in a position to assess the educational goals of the students. This does not eliminate a democratic operation of the school. It places the responsibility for achievement of goals where it legally belongs. Involvement of staff and students in decision making is part of the new role where the decisions thus made can be implemented by the principal.

The role is changing in the demands made upon the principal in the imperative need of keeping abreast of new information in many areas. An elementary principal must be quite expert in group processes, human relations and sensitivity. As manager of the total school plant, with the decision making role which I think is the transitory area, it is important for the principal to involve students and staff yet not abandon his job as leader.

MOBILE, ALABAMA
WESTLAWN ELEMENTARY SCHOOL
Mrs. Mary A. Tatum, Principal

Elementary schools are undergoing changes. I have become particularly aware of these changes during my six years as principal of an elementary

school with an enrollment of approximately six hundred students. I see the principal's role as that of a professional administrative leader of a group of fellow professionals--the person the staff looks to for leadership in co-ordinating and facilitating the school's program. This does not mean the principal relinquishes his responsibility for classroom instruction. It does imply, however, that the principal's role has enlarged to more than instructional supervisor for his school.

There are many factors which have altered the role of the principal. Many elementary schools are becoming large in size. Most schools have specialized classes. This increases the administrative responsibilities of the principal. Many schools have innovated to the degree that the traditional self-contained classroom has disappeared. The school becomes more a cluster of educational programs. New organizational patterns have emerged that link teachers together in teams.

The staff of the school has expanded in many instances. Most schools have librarians, aides and specialists; increasing the complexity of the administrative and supervising tasks of the elementary principal.

It is increasingly evident that teachers are better prepared for their jobs. The principal finds himself, in many instances, with a faculty who has as much or more professional preparation as he. These highly trained staff members are eager to be included in decisions that affect their activities or those of the students with whom they work. This is an area in which the principal needs skill as a group leader--involving every staff member in policy making, decision making, and curriculum study and evaluation. His ability and skill in this area can mean the difference between success and failure. Decision sharing is a crucial contributor to a healthy climate that encourages growth on the part of each individual.

The principal has an important role in public relations. He has the responsibility of keeping the school community informed concerning all matters relative to the school program and the school activities. Close school-community working relationships will become more important as school areas undergo changes.

There are some aspects of the elementary principal's responsibility that have not, and in my opinion, should not change. The principal should be a specialist in elementary education. He should be dedicated to the education of children. The elementary principal must be concerned with human relations and the organizational climate must be healthy. He assumes responsibility for inservice activities for his staff and through cooperative group planning, sharing and evaluation leads his staff and community in organizing a school where children grow and learn to the best of their ability.

NEW ORLEANS, LOUISIANA
ROBERT MILLS LUSHER SCHOOL
Mrs. Mary Lou Kinney, Principal

Today's principal lives in a stronger, more imaginative and enterprising America. The many cultures in American society make us a nation of different

ethnic backgrounds, different races, different classes, and different religions. In an effort to produce a well-adjusted citizen for tomorrow today's principal must be administrator, office manager, guidance counselor, public relations director, health-safety technician, and curriculum and instruction supervisor.

Today's student will not accept a routine dominated method. He demands originality and creativity as well as the right to think. Our goal can be his independence and self-reliance. Our methods should develop reasoning, not memorizing.

Specifically geography can no longer rely on question-and-answer methods; history is not just a matter of chronology; the best mathematician is not necessarily the pupil who gets the most correct answers, and today's reader knows the joy of reading for recreation. Discipline no longer depends on physical strength. Today's teacher must apply the principles of pedagogy and the laws of psychology, and his principal must lead him to do so.

Today's principal is challenged in innumerable ways. The principalship has been consistently growing in importance and now provides an excellent opportunity for professional service and growth. Society no longer demands that educators conform to rigid or traditional social patterns of behavior; it provides for individual private life. Today's principal looks back on an education that was broad and liberal and one in which the actual courses in education were supplementary. He competes for his job by examination, observation, and interview. His school policies are determined by a broad elected by a more educated population.

I work in a school located in the university section of a large metropolitan area. We have been an integrated school for eight years in a neighborhood where the people do not merely tolerate integration, but rather support it wholeheartedly. Our parents have a positive attitude toward the educative process, and their sincere cooperation provides an obvious advantage for the entire staff.

Today's principal interacts with several groups professionally; superintendents, supervisors, consultants, and co-workers. It appears to me that the emphasis today is on creative leadership and involvement. Each principal is held responsible for his own school, but we are kept informed on city-wide developments and financing in our public system. We have assumed the responsibility for developing a much wider-range of talents among our students.

Today and tomorrow's principal should, I believe, work toward making teaching a profession, a profession that is recognized as such and commands high prestige. A principal is part of a teaching team, a partner in the teaching profession.

NEW YORK, NEW YORK
P. S. #46, EDWARD C. BLUM SCHOOL
Meyer Waks, Principal

The question whether the position of elementary school principal is or is not becoming more important sounds like a rhetorical one to a principal

in today's large cities. A more serious question might be, "Is it possible for any one person to fulfill the responsibilities thrust upon him in directing a large urban school today?"

I sometimes think of the elementary school I attended where the teacher locked the door when we arrived in the morning and didn't release us, except for lunch, until the end of the day. My memory may not be too accurate but I don't think I saw the principal more than a half dozen times in the eight years I was there.

I know his job was not as unimportant as I thought it to be, but I do know he didn't have to worry about feeding 75 per cent of the children at lunch time without teacher supervision. I know he didn't have to program each class for five periods of instruction each week with teachers other than its own. I know he didn't have to worry about violating any of the provisions of the union contract. I know he didn't have the responsibility of orienting and training one-fourth of his staff each year. I know he didn't live in constant fear that some incident over which he had no control might throw the school into a turmoil and shatter in one day a career he had built up over a lifetime.

Textbooks generally classify the responsibilities of the principal under the headings of organization, administration, supervision, curriculum and public relations. This is a convenient reference from which we may view the problems of the urban principal today.

Only ten years ago, the organization of our school included 50 classroom teachers and only one teacher who did not have his own class. This year we have 45 classroom teachers, 15 special teachers who do not have their own class, a teacher trainer, a reading coordinator, a guidance counselor, four above quota teachers for absent teachers, and 25 educational assistants. In addition to this, many schools have team-teaching arrangements and ungraded school organizations. The principal must not only be able to mesh each of these parts together but must end up with an educational program he considers ideal for each child.

It is obvious that the administration of such an organization would be far more complex than it was only a decade ago. Typical of the problems the principal must face are: How can he delegate responsibility for supervision over so many programs and still exercise ultimate responsibility? How can he arrange for the ordering and control of materials for these programs? What balance should he strike between modern equipment, multi-media materials, and textbooks? How can he solve the problem of ever-increasing costs and shrinking school budgets? One need only contemplate the fact of 750 children eating lunch in four different shifts and one can imagine the logistics of moving children from classrooms to lunchroom to line-up and back to classrooms. The principal who fails to keep constant touch with the lunchroom situation does so at his own peril.

The inner city school has personnel problems peculiar to itself. The faculty is generally a young female one and the number of years of service a teacher gives before leaving for maternity is often limited. This creates a built-in problem of recruitment and teacher training each year. The problem

is compounded when teachers have a middle-class orientation and face children whose culture may be radically different from theirs. The principal must provide for growth in sensitivity to, and awareness of, the needs of these children, as well as the development of teaching skills. He must decide what part of his time he can devote to supervision of these new teachers without neglecting the other members of the staff. He often has guilt feelings that he is allowing the other problems of the day to interfere with supervision, the most important aspect of his job.

Curriculum changes in the inner-city schools are proceeding at a faster pace than ever before. Not only are the schools questioning the traditional approaches to the teaching of reading because of their ineffectiveness in reducing the appalling retardation of children, but the "facts" approach to social studies has given way to concepts, attitudes and appreciations, and the developmental approach to mathematics has given way to a study of the structure of the number system. In these three major areas of the curriculum alone, our school in the last five years has changed from sight recognition to linguistics in reading, introduced new courses of study in social studies from kindergarten to grade six, and is implementing mathematics bulletins in every grade to reflect the new mathematics.

As if these changes were not extensive enough, the schools have given recognition to the need for new materials in Afro-American history and culture and the desire for bilingualism in those schools where large numbers of children come from non-English speaking homes. All of these changes have made necessary recruitment of specialized personnel, often impossible to find, assembling of new teaching materials, often not yet in print, and the retraining of the entire staff.

It is, however, in the area of public relations that the principal today faces his greatest challenge. He may be a genius in organization, an expert in administration and a revolutionary innovator in curriculum and still be a total failure. To the children, his public image must be that of the ideal father--fair, firm and friendly--to the teachers, more and more conscious of their organized power, he must be a strong leader but not too insistent; and to the parents and community he must be sensitive and accountable.

No longer may the principal assume that the school's efforts will automatically be known in the community. He must deliverately publicize them in school bulletins, P.T.A. meetings and community forums, and he must alert the entire staff to their responsibilities in this area. In spite of all this, however, to some he will forever bear the stigma of the establishment, to others he will always carry the burden of his ethnic origin, and to himself he wonders what crisis he will face tomorrow.

OKLAHOMA CITY, OKLAHOMA
STONEGATE ELEMENTARY SCHOOL
Milton H. Denman, Principal

The elementary principalship has a most important role in the total educational process. There are many duties and responsibilities that may be catalogued under the principal's leadership. Then, too, the principal must

decide if he is management and a part of the administrative staff, or will he align himself with teachers and curriculum?

I consider my role as management. This does not free me from my responsibilities to the faculty, but it does define for me the areas I can be effective in. I must interpret to the staff the policies and philosophy of the board of education as outlined by the superintendent of schools. I work closely with the non-certified staff to help them understand how their job should be directed toward helping the teacher who, in turn, teaches the child.

For years the principal was considered the curriculum leader in his school. This concept is changing. I recall a statement made by a professor in a graduate course. He said, "It is up to the principal to determine in all courses what should be taught and how it should be taught, then see that the teachers do it." I disagreed with him then, and after sixteen years in administration I still disagree with the professor. Certainly, the principal has supervisory responsibilities over what is taught in the school. He is responsible that it conform to the guidelines as set forth by the superintendent or curriculum director. He simply cannot be completely knowledgeable about all subjects kindergarten through sixth. He must rely on his teachers to teach that which is appropriate at each level.

The elementary principal must stand as a buffer between his staff and the community in times of stress. The teachers must know they have freedom to teach and if the course content leads into controversial subjects they should know they are still on firm ground. This is so important now where there is integration of students and faculty by court order, and foes of sex education are so vehement in their protests. It does seem to me that the teacher-principal relationship is changing. Perhaps teachers feel more free to question administrative decisions today, and this can be healthy. Probably the optimal relationship between faculty and principal will always be best determined by the individuals concerned. Regardless of whether the principal considers himself as an extension of management, or an extension of the teachers, his attitude will set the tone for the school. I believe a cordial, friendly atmosphere is conducive to better teaching, that a principal must maintain a professional attitude, but his door must always be open to his faculty.

Finally, the principal has a responsibility of informing his community of the needs of the school system. He works through the faculty, P.T.A., and civic organizations to do this. This is especially important to the superintendent and board of education when the community is being asked to vote monies to operate the schools.

The elementary principalship is, and should continue to be, one of the most gratifying and satisfying roles in the total educational structure.

OMAHA, NEBRASKA
BELVEDERE SCHOOL
Miss Ruth Randall, Principal

The most important function of the elementary principal in the Omaha Public Schools is to improve instruction according to the handbook, Policies,

Procedures, Practices, Omaha Public Schools. To improve instruction I believe as a principal I must improve the teaching, arrange for curriculum to meet the needs of our pupils, provide a climate in which teachers and pupils can work, organize the classes to meet the needs of individuals, deploy building personnel to provide best assistance, arrange for auxiliary programs for students and/or parents, make use of service personnel from central staff, help parents understand school policy and curriculum, and involve parents in setting goals for the school.

In Omaha, direction--and inspiration--are provided by the superintendent and other administrative personnel, but much freedom is given each principal to organize and operate his school unit as he sees fit. Having a personal philosophy regarding teaching and learning is a requisite for a principal as he guides and works with his staff in developing goals and objectives for the school unit he serves. The philosophy by which I administer Belvedere School and by which my decisions are made is based on a belief in the divineness of each pupil, teacher, and staff member; each must be respected as an individual. Since, in a democracy, we must live by rules, there are certain general school rules everyone is expected to follow. Beyond that, each pupil and staff member has freedom to use his talents and abilities in the manner which he chooses as long as he allows others to do the same.

I also believe the purposes of an elementary school are first, to develop self-discipline through the establishment of values and attitudes; second, to give every child the functional skills of reading, oral and written communication, and mathematics; and third, to provide for the learning of skills and knowledge in the arts and content areas. The development of thinking processes for each child is interrelated with each of these three.

In the following paragraph I have commented briefly on each of the areas in which I have worked to improve instruction at Belvedere. I have not included the routine items expected of principals in the Omaha Public Schools.

Improve Teaching

Last year (1968-1969) Belvedere teachers met by grade level and established minimum goals in the functional skills for Belvedere children. Mastery of these skills by every child in the regular classrooms is expected by the teachers. This year (1969-1970) Belvedere teachers plan to meet by grade level to study how to better teach reading, how best to involve each parent in helping his child learn, and to decide if the self-contained classroom or another organizational pattern will best meet the needs of Belvedere children.

Teachers have been encouraged to serve on city-wide curriculum committees, enroll in the local universities for graduate work, work with student teachers and student aides, and participate in inservice offered by the school system. I have attempted to relieve teachers of all work and duties which do not pertain directly to teaching and tried to guide them to use this time for better preparation, planning, and evaluating of their work. I am convinced that each teacher must know what his goals are for each child, work for mastery, and reflect upon his teaching and the child's learning each day.

Arrange for Curriculum to Meet Needs of Our Pupils

In addition to regular curriculum, arrangements have been made for special reading materials for slower learners, AAAS science for grades K, 1, 2, 3 and perception training, preventive or remedial, in all primary grades.

Provide a Climate in Which Teachers and Pupils Can Work

A good climate includes:

1. Quiet, orderly classrooms and halls,
2. good attendance record for each pupil, few or no tardies,
3. ample supplies and equipment,
4. help with discipline problems,
5. help with concerned parents,
6. esprit de corps among staff members,
7. teachers' time spent on planning, preparation, teaching, and evaluating rather than clerical work or other duties,
8. routine administration of records and requisitions,
9. scheduling for use of equipment, facilities, and traveling personnel,
10. clean, well maintained building and grounds,
11. effective communication with parents and community,
12. well organized and trained Safety Patrol, and
13. appreciation of one another, regardless of race, personal appearance, or idiosyncrasies.

Organize the Classes to Meet the Needs of Individuals

With help from central staff a primary room for educable mentally handicapped children serving fifteen children from eight schools in the district was organized last school year. During 1969-1970 an intermediate level room for EMH children is being organized at Belvedere.

The modified Joplin plan is used in teaching reading in grades 5 and 6. In grades 2 and 3 a few children move to a different room for better grouping during reading.

The librarian does large group teaching for library skills. Small groups go to the library for special help. The physical education teacher meets with large primary groups; classroom teacher gives small group instruction. The physical education teacher also gives remedial help to sixth graders in physical skills.

Deploy Building Personnel to Give Best Assistance

The clerk keeps all attendance records and telephones about absent children as well as doing other clerical work for teachers. Parent volunteers also give some typing assistance so teachers do no clerical work. The custodian-engineer in addition to regularly assigned custodial and maintenance work, assists with audio-visual equipment and problems regarding it. School aides relieve teachers of playground and lunchroom duty; help shelve books in library. The work of the fifty-five staff members and thirteen student teachers who are in the building

on a daily or weekly schedule must be coordinated.

Arrange for Auxiliary Programs for Students and/or Parents

Auxiliary programs which have been organized are:

1. After school recreation program for fourth, fifth, and sixth graders,

2. after school challenge program for gifted fifth and sixth graders,

3. two hour sessions twice a week for parents in Understanding Your Child and Children's Laboratory sessions for three and four year olds, and

4. after school junior great books program for fourth and fifth graders.

Make Use of Service Personnel from Central Staff

Arrangements are made for help as needed from school psychologists, reading specialists, curriculum director, art, music, science and physical education supervisions, primary and intermediate supervisions, audio-visual director, instructional materials specialists, cafeteria supervisor, special education director, nurse, and speech therapist.

Help Parents Understand School Policy and Curriculum

By the principal:

--through individual contacts when there is a question by the parent,
--at P.T.A. board meetings since these people are community leaders,
--at P.T.A. meetings, and
--via school newspaper and flyers.

By the teachers:

--via telephone, home visits, or conferences at school to inform parents of specific ways to help child with his schoolwork, and
--by group meetings to explain classroom work.

By other staff members:

--as they have incidental or planned contacts with parents.

Involve Parents in Setting Goals for School

In the spring of 1969 the superintendent asked each principal to set specific goals for his school involving parents, students, and staff. Every parent at Belvedere was contacted. All suggestions were studied and synthesized into our goals for 1969-1970. The parent's, child's, and teacher's contribution toward achieving the goals were listed and a method of evaluation stated.

It is a challenge to try to improve instruction today with the expansion of knowledge in content and in teaching technique, with more children to educate, and with society's desire for improved educational opportunities for all children.

PHILADELPHIA, PENNSYLVANIA
GEORGE WASHINGTON CARVER SCHOOL
Albert K. Schaaf, Principal

In the training of principals universities have traditionally taught that the primary function of a principal is to be the "educational leader" of the school and that the one word which probably best describes the principal's activities is "coordinator". These two concepts are still basically valid and all of the traditional responsibilities and activities which they imply are still regarded as part of the principal's job. However, changing times and attitudes; a more permissive society; greater involvement of young people; greater awareness of special problems in the big cities; the relentless parade of new materials, techniques, and technology; as well as many other factors combine to increase almost unbelievably the complexity of the urban principal.

Below are listed some of the factors which, in my judgment, are comparatively recent concerns, and have been added to the traditional responsibilities of the principal.

1. The added responsibility itself is a major problem. A job that has been traditionally performed by one man has doubled or tripled in scope and is still largely being performed by one man. The concept of elementary school vice principal has been very slow in emerging. The administrative assistant is very helpful, but there is a great need for someone of administrative rank who can observe and rate teachers, make decisions that will be followed without question, and become more thoroughly involved in the day-to-day detail of teaching.

While the principal is still the "educational leader", the other detail with which he must be concerned crowds out the time he used to spend in the classroom observing and helping teachers. His assistant cannot always relieve him of ceremonial duties, meetings, paper work, and phone calls; because most of the time those involved with such matters expect the principal himself to deal with them. This means that increasingly the vice principal is needed for in-class supervision, even though the principal's first love may be in that area.

The increased complexity of the job also makes the principal exceedingly vulnerable. He is managing a large organization, and, whereas a few years ago he could be physically present in all parts of the building and know just about what was going on everywhere; today he must rely more on his staff to do their job while he attends to the many other functions which have been heaped upon him. Inevitably the time comes when a parent or other interested individual finds something amiss in some part of the program; and the principal, unable to be everywhere at once, is caught unaware. Then the assumption is made that he is not interested and that he is loafing on the job.

2. We all mean so well. The "additional burdens" of the principalship, taken individually, are largely well-meaning, valid projects and concerns. We would be hard pressed to eliminate any of them. They all belong somewhere in the scheme of things, but we don't seem to be able to introduce them and, at the same time, provide staff and experts to see to their disposition. The principal must be in charge of every new idea, program, organization, meeting, evaluation, etc., usually because no one has thought of providing someone else to do it or, most often, because there is no money to provide someone else.

3. Community relations, not in its "Madison Avenue" sense, but in its best sense, now ranks very high up on the list of responsibilities of the principal. This means not just sending home flyers and going to PTA meetings, but attending evening meetings of many community organizations that never used to exist. It means more evening meetings in the school itself. It means home visits, tours of the community with new teachers, getting to know community leaders. There is no question that these activities are necessary and a vast improvement over the time when everyone was afraid to see the principal and the community was virtually banished from the school. These activities will strengthen the school-home partnership, both halves of which are vital to a child's success. But human relations cannot be rushed. Meaningful and valuable conversations with parents, officers of organizations, and community leaders are essential to the kind of relationship we are trying to encourage between home and school. But they are immensely time-consuming.

4. We are now very careful about telling a child what to wear and how to wear it. We no longer glibly ask a group of children to clean the school yard. Children can no longer be frightened into fitting a mold we have pre-constructed. The law courts, college students, community leaders, ministers, entertainment personalitites, and many others have let young people know that they have an identity to establish and protect. They respond by questioning, rebelling (however mildly), changing modes of dress and hair styles, and generally taking school people less seriously. Our challenge is to make something constructive of this phenomenon which is, after all, rather an intellectual one. As valid as our courses may be, the child will not profit from them unless we can make him see their relevance to his life. The principal, therefore, spends time studying motivation techniques; new approaches, programs, techniques. He is given (courtesy of the federal government) electronic devices, TV sets, projectors, recorders, teaching machines, and, perhaps, a computer. He must prevent these from being stolen, make out long reports when they are, encourage teachers to use them, show teachers how to use them, have them repaired when they break down, and provide for their storage. The principal meets with children more and discusses more matters with them; their opinions are considered. Democracy takes much longer than dictatorship.

5. After many years during which "dedication" meant doing a lot of work for a little bit of money, teachers, have successfully organized into unions. Some principals are completely sympathetic with this movement and applaud the gains it has produced. Other are totally unable to accept the environment created by the union. Those who cannot accept it will undoubtedly have to retire. There is no way other than accommodation. Unfortunately, what has happened too often is that teachers' unions (and other unions) have gone past the stage of righting past wrongs. The salaries are now quite respectable;

class sizes are down; tenure is secure; the principal's whim is no longer the determining factor in a teacher's rating; there are sick benefits, personal leave days, faculty lounges in every school, duty-free lunch periods, and a host of other benefits which are merited and should have been there without the union. Having passed this stage, however, teachers' unions are now beginning to get into contracts some vague clauses which seem to provide for consultation and greater self-determination, but which, followed to the letter, can tie the principal's hands severely, even if he is the most benevolent, democratic, union-sympathizing soul that ever lived. Add, then, to the principal's day the time spent in useful and valid counsultation with his union representatives; then add time wasted in unnecessary meetings growing out of misinterpretations of these vague contractual agreements (wherein each side is not sure whether the other is, indeed, guilty of whatever it usually suspects it of) and you have another significant burden placed upon the principal.

6. Race is an inescapable consideration in urban schools. Whatever the cause, intentional or unintentional, inner-city schools serving mostly black children seem to produce children whose achievement lags begind that of children in more affluent neighborhoods by about two years. Now that educators and community people are well aware of this problem, it is extremely frustrating to both to find that it is not being solved. Community groups spring up. Some community leaders are persons who have been respected in the neighborhood for years and truly reflect the thinking of most residents. Others are seeking personal gratification, power, money, or just recognition and using the community and the school problems for their own ends. The principal must learn to distinguish between the two, and, even when he does, the latter type may yet have just enough support to take up his time, hurt his reputation, reduce his effectiveness in the school, or even cost him his job. This is more likely to happen to a white principal in a black school, but it has happened to black principals in black schools also. It still seems likely that the effective principal, white or black, can survive unfair pressure by being responsive to the truly representative segment of the community. However, the whole situation represents time spent, serious thought, meetings attended, conversations held, and more of that vague commodity: pressure.

We also must be aware of the importance of studying and having children study the backgrounds and cultures of the ethnic groups which attend our schools. The principal is responsible for making this happen. Negroes have appeared to have no history in the past. Now the principal must grapple with the problem of how to show a whole generation, not to mention their parents, what the cultures were from which they descended, what Negroes did in American history, what science says about misconceptions commonly held (by whites and by blacks themselves) about American Negroes, and what our generation is saying about whether or not black and white can live together in peace and dignity.

7. Large urban universities are becoming increasingly aware of their responsibilities to the neighborhoods in which they are located. Usually these are low-income neighborhoods and most often, black. They frequently reach out into the schools nearby with experimental programs, student teachers, interns, tutors, and a host of other ideas. These programs are usually beneficial to the children in that they provide additional trained adults to work

with the children and assist the regular teacher. However, the principal faces the task of meeting with university professors and students, getting university students to agree not to dress quite the way they do on campus when they come into school, talking to parents about what the university students are doing there (and what they wear), convincing experienced teachers that they are not being spied upon and they should participate, and evaluating the results of having the university-related programs in the schools.

8. The very size and complexity of an urban school district robs the principal of valuable time. Just to get a school official on the phone for an important answer to a question can take hours. New testing procedures, computors for payroll and requisitioning, steps toward decentralization of the system, expanded new-school construction and alteration, closed-circuit TV, and many other recent developments are going to be good some day but are frequently either not ready yet or in such a stage of newness that their use requires more time than "the old way."

Conclusion

The principalship today is exciting. It must and will move in the directions described here. Most of the situations described as problems have solutions; some reasonably simple, others complex and long-range. Money is unquestionably needed; some new ideas need to be evaluated and, perhaps, weeded out. The principal needs more administrative help in almost every school. He is unquestionably the man in the middle. When something goes wrong, he can be blamed by upper administration and the school board; and he can be blamed by teachers and parents as well. He is "responsible" for everything that happens in the school, but, increasingly, he is not in complete control of what happens in the school. It is to be hoped that school boards will not put so many distractions in the way that the good principal cannot still keep his eye on the most important consideration: What is best for children.

PROVIDENCE, RHODE ISLAND
DR. MARTIN LUTHER KING, JR. SCHOOL
Miss Mary C. O'Brien, Principal

It is vital today for the elementary principal to develop an increasing awareness and understanding of the community he serves. The effective leader must establish workable channels of communication in order that the school may recognize the concerns of the community, the community may know what the school is attempting to accomplish, and the community may assist in implementing the goals and directions of the school. It is imperative for school personnel and certainly for the principal to know the children and their families as citizens of the community if pupil needs are to be effectively met within the school setting.

This understanding of the needs of individual children must be of constant concern to the effective administrator. If the principal shares a belief in the uniqueness of the individual child, he must accept that it is essential to consider the child's particular needs, strengths, weaknesses, goals, interest, and preferences in organizing worthwhile school experiences. Further

attention must be given to allowing the child to learn through an organizational plan that provides appropriate educational opportunities at each child's instructional level in each subject area and continues such experiences at a rate and in a manner indicated appropriate for the particular child.

Whether or not the principal is fortunate enough to have a population of different racial backgrounds, he and the staff should develop programs that explore the past from an accurate historical perspective and realistically teach about the present utilizing materials with relevant and meaningful content. This is especially important for the child whose past experiences may be quite unlike those of other children. All children need and gain from opportunities to be with children of other races and ethnic backgrounds. Experiences in intergroup relations develop a solid framework for human understanding.

In focusing upon the individual child and his particular needs, it is important for the elementary principal to foster a team approach in exploring the needs of children. Involvement of the teachers, counselor, specialists, social service worker, psychological and psychiatric case workers, school nurse, provides a diagnostic team approach to evaluation.

The elementary principal with a clear understanding of the population he serves must work toward curriculum improvement. He must offer leadership in developing new and relevant programs that are stimulated by staff participation. The effective principal must provide coordination in program implementation, give direction to the frequent and complete evaluation of programs, and recommend program revision where necessary. The principal should constantly encourage total staff involvement in curriculum change. Further, the elementary principal must actively work with the administrators and staff of other schools and levels in a school district to participate cooperatively in planning programs which provide both horizontal and vertical continuity in any area of curriculum development and school organization.

It is essential for the elementary principal to develop an effective working relationship with all staff members. The entire staff should have the feeling of participation in a team enterprise in which members have varying roles. The principal's role must <u>not</u> be conceived as one of an inspector or an authoritarian, arbitrary leader; rather, the role must be seen as a leader of a team in which the principal and the staff members participate in the decision-making process. The leader facilitates communication and coordinates all activities. Staff members must be encouraged to share ideas through cooperative planning leading to cooperative teaching. They should evaluate their own effectiveness in given teaching situations. Opportunities should be afforded for the professional growth of the staff. The principal and staff should plan meetings relevant to needs, workshops, as well as orientation and in-service meetings. The principal must earn the confidence and respect of each staff member and provide support, encouragement, and assistance to each staff member.

The principal should encourage, where possible, community use of school facilities. Expensive physical plants must serve community needs beyond the normal school day. Frequent participation by the community in school activities and frequent participation by the principal in community activities

foster general understanding, accurate dissemination of information about the school, and proper interpretation of the school to the community. The elementary principal should encourage community participation in school programs. Effective involvement of volunteers and tutors within the regular day school programs can be of significant benefit to children and teachers. Parent volunteers as well as high school and college tutors can work most effectively with individual children and small groups under teacher direction and supervision. The principal must develop an effective relationship with all paraprofessionals in the school and encourage their direct involvement in all activities in the school. Paraprofessionals must feel that they are an essential and contributing part of the total school staff.

The elementary principal must develop the mechanics of effective staff organization which facilitate the educational process within the school. Direction must be given to organizing the school unit, defining staff responsibilities, determine school needs, keeping accurate records readily accessible to those needing them, and planning maximum use of school facilities.

The function of the principal is essentially to continually improve that which relates to the defined purposes of the school utilizing a cooperative approach which promotes and encourages staff and community participation. The key to success in the elementary school principalship today revolves about effective communication with staff, students, parents, community members, community agencies, educators, and other administrators, combined with a willingness to listen, share, critically evaluate, and learn characterized by a commitment to effect positive and necessary change.

RICHMOND, VIRGINIA
MARY M. SCOTT ELEMENTARY SCHOOL
Earl B. Nall, Principal

The principalship is the most sensitive and demanding position in public education today. He is the one person who maintains direct contact with parents, teachers, students, and other levels of administration.

With parents, the principal must be a public relations expert. He must be prepared at all times to explain, defend, or compare all facets of the school program, from the reading program to the preparation of cafeteria food. In order to do this he must be knowledgeable of programs in other schools, districts, and states, as well as actions of the local school board. That parents are more concerned than ever about schools and education, is evidenced by the increasing number of books and articles dealing with the subjects. The principal knows immediately from his telephone calls and visits when such a publication has hit the news-stands. School board meetings that once could be held in the confines of a small conference room have had to move to large areas to accommodate crowds of concerned parents.

The role of educational leader must be assumed with the faculty. They expect, require, and should receive this role from the principal. In this, he must be a curriculum and instructional expert. He must exert leadership in developing instructional programs and materials through in-service educational programs and faculty meetings. But this is not enough, the faculty

must be involved as a unit in this process, because only then can it be successful. The faculty must be involved in the same manner as students be involved in the learning process.

This role, without a doubt, is the most important and most demanding task facing a principal. Unfortunately, the mundane assumes priority. The complexities of a modern educational system demand the principal be an expert in administration. As an administrator the principal must be a transportation and food service expert. Sophisticated audio-visual systems and complicated heating and cooling systems call on him to be a skillfull technician. To maintain satisfactory attendance records, financial records, accreditation reports, he must be an accountant of great ability. The principal must also have the qualifications of a personnel director to secure and maintain, not only a competent professional staff of teachers, but a staff of non-professional personnel as well.

No intent to malign the administrative aspects of the principalship is intended. Quite the contrary. I think the major roles of the principalship, that of educational leader and administrator, should be divided. The very demanding nature of each is such that, if one person must perform both tasks, one will suffer neglect. I submit that the traditional role of the principal has been outmoded. Educational administration has not kept pace in its philosophy and application with progressive educational thinking.

ST. PAUL, MINNESOTA
DREW ELEMENTARY SCHOOL
Warren Panushka, Principal

The elementary principalship today requires a broader range of knowledge than ever before. The increasing complexity of the school involves many new programs to meet special needs of children, new approaches to school organization, and the coordination of newly acquired specialized personnel. The idea that principals no longer need to possess instructional expertise is fallacious in my experience, due to the kinds of decisions the principal has to make on the scene. For example, the rationale of the non-graded classroom on the surface appears to be quite valid and seemingly appropriate. Would a business manager-principal be adequately informed to know that the rationale applies only to rigidly graded schools where children are failed if they cannot succeed? The instructionally-oriented principal is more desirable than ever if he is to fathom and sort out the pressures and developments that might apply to his peculiar school.

I doubt that principals are adequately prepared in a number of areas that contribute to the proper exercise of leadership responsibilities. The search for administrative theory, for example, resulted in new perceptions of the principalship role--the dichotomy of function, for example. The theories of Getzels, and Guba, Halpin and Croft, Carlson and others are frequently studied, but without application of theory to the real school. This is a fundamental concept that is very helpful to school administrators, but which is invariably regarded as mere theory important only to passing the final exam.

The roles of teacher aides, reading specialists, parent helpers and the multitude of other eager helpers need to be defined operationally, and their responsibilities should be clarified in order that the principal may coordinate them effectively. The problem here might be that professors of educational administration are too distantly removed (in time) from the true scene to appreciate their usefulness.

School organizational climate is another very useful construct of which budding administrators should be knowledgeable. The amount of research in this area is large and individually the studies have limited importance. However, the construct is very useful operationally particularly to help the principal realize what forces are at play in his school.

SAN ANTONIO TEXAS
MAVERICK SCHOOL
Mrs. Gardis Weidman, Principal

In this era of educational and societal change it is inevitable that the role of the elementary school principal must also experience rapid change. The evolving of the new issues on the educational scene has propelled the role from one of comfortable complacency to the assumption of major responsibilities and great involvement in the total operation of the school. National, state, and local changes have made crucial impacts on the duties and responsibilities of the position. Contemporary problems and dominant forces have added depth and scope to traditional dimensions. Many principals today are seeking solutions to complex and unfamiliar problems beyond the range of their training and experience. The need is greater than ever before for continuous inservice training, reading, and other means of professional growth and understanding in order to do an effective job as an administrator.

Never before in the history of education has it been so imperative that a principal possess the wisdom of Solomon, the patience of Job, a healthy body, a sensitive and inquiring mind, the human touch, a strong spirit, and the shoulders of Atlas. These characteristics to a degree are essential in order to properly and wisely function as the educational leader in the present-day school. They supply the flow of strength needed to mitigate feelings of fear, mistrust, and insecurity in staff members, parents, pupils, and the community-at-large when the dauntless hand of change has firmly shaken the solid foundation of traditional complacency. A new urgency demands that principals help those involved to understand and accept the need for change and to guide them toward the realization of trust, confidence, and security. One of the most crucial dimensions of the principalship today is that of public relations. The importance of good community and personnel relations has grown with each year.

Today there is a more clearly defined expectation on the part of the principal to establish his own personal philosophy of education; to know why he is in a position of leadership; where he intends to take the children, parents, and staff under his guidance; and how he is going to get them to their various destinations. Current attitudes have raised the expectancy level of the school. Parents, teachers, pupils, and citizens-at-large are challenging more, demanding more, and expecting more of their schools.

Demands are greater and the stakes are too high for frequent decisional errors. The margin for errors in judgement is much finer than it was a decade ago. The role of the principal has always implied both responsibility and choice. It is far more important today than in years past that principals assume the responsibility and make the correct choice.

It is an empirical fact that values children accrue while in elementary school have a lasting effect on them as individuals. Therefore, the principal's influence in his school and community affects our multi-cultured society for good or bad. This traditional obligation has become much heavier because of recent changes in the educational and social structure of our nation, particularly in the urban schools.

The problem of implementing the educational program in the present-day urban community with its changes in aesthetic values, attitudes of unrest, distrust, uncertainty, often frustrated and confused by strife, gives rise to serious consideration of the grave responsibility faced by the elementary school. The enormity of the problem in terms of increased enrollment, racial and cultural pressures, and the many other facets of life that urban children must face is daily brought into sharp focus. A tremendous administrative challenge is imposed that must be met day by day for the future salvation of our children.

Principals of today and tomorrow must become involved to a greater degree in evaluating existing school programs for the purpose of up-dating and up-grading goals and objectives to meet the needs of all children served by their schools. They must succeed in implementing and supervising the total program so that children will receive constantly improved instruction of the highest caliber and keep abreast of the latest research in educational practices and technology in order to bring the best practices into active operation to meet the needs of children.

An excellent listing of the usual administrative and managerial duties of the principal may be found in any good textbook concerned with school administration. However, these books cannot keep abreast with the rapidly changing role. The terminology may be the same, but, it is the ever expanding dimensions of these terms that add depth, responsibility, and importance to the role. For example, one very important index of change is that of federal governmental expenditures for education. Many special programs made available through governmental funds to extend and enrich educational opportunities must be administered and coordinated into the school program. The addition of specialized staff members functioning in delegated areas; the evaluation of these programs, roles, and individuals; and the addition of various supportive reports not necessary a few years back have added to the work load of the effective principal.

Someone has said that the elementary school curriculum is an additive process--new areas added but nothing subtracted. The demands on the contemporary principal follow the same pattern--additions with few deletions. Today's principal must be an expert in the field of budgeting time. Advanced long and short ranged planning is essential in order that each responsibility may receive its deserved share of valuable time. It is rare indeed when a principal is current in his work. There is always the omnipresent problem

of time--time at the right moment and at the right place. This observation is naturally a part of the transition taking place in the importance of the position.

The elementary principal today and tomorrow must bring to his task a more open and imaginative mind than in years past. He must be positive in his outlook accepting of change. He must be contagious with inspiration and enthusiam for the tasks ahead. He must possess a belief in success rather than failure, faith rather than futility, progress rather than stagnation. His own infectious spirit coupled with the warm tone and wholesome atmosphere of his school must reveal his commitment to progress, to the school, and to the community.

No contemporary principal--urban, suburban, rural--can escape the impingement of social and political changes on his leadership role. There is really only one thing of which he can be certain. There will be change, day by day, year by year, decade by decade. As changes affecting the educational scene continue to need attention, and they obviously will for years to come, the dynamic role of the elementary school principal will grow in importance and complexity. Present and future principals must be ready and willing to face the challenges of being true leaders in the greatest enterprise in America, the wholesome education of her children emotionally, intellectually, physically, and socially. Elementary administrators have accepted these challenges--the major and the minor, the great and the small--in a magnificant manner in the past, and they will continue to do so in the future.

SAN DIEGO, CALIFORNIA
FOSTER AND DEANZA SCHOOLS
Dr. Owen B. Handley, Principal

The increasing demands upon the elementary principalship are not necessarily increasing the importance of the position in the face of the rapidly occurring changes that are taking place in elementary education today. The ever mounting volume of administrative desk work, for example, can hardly be construed as verifying the increasing importance of the principal's job. Likewise, the greater number of managerial chores cannot be cited as advancing the status of the principal. The mounting receiving-assigning and accounting chores, to cope with the swelling tide of materials, supplies equipment and paraprofessional personnel that are flooding the schools as the result of variously titled federal and state projects, are relegating leadership roles to custodial and clerical functions. The question becomes: "Does the expenditure of time and funds on such demands spell-out improved education for children and thereby enhance the role of the staff member(s) charged with the related responsibilities?" The goals of such projects are always well-stated, but too often the outcomes are far removed from realistic cost-benefit ratios pertaining to pupils or staff member(s).

The consequences of surging piles of paper work and the mundane chores of keeping track of people and things may well be one of the hazards of our profession. It exists, and we must cope with it, but we must not be mislead that such busyness is correlated with importance. We have to ask, "important for what or for whom?" When answered in the framework of improved education

for boys and girls, there is little doubt that the natural and rightful demands on the principalship today are making it a more consequential, professional assignment. It is demanding a whole host of up-to-date talents and skills that can only come from longer pre-service experience and advanced in-service study and first-hand exposure to problems, concerns and interests prevalent in all facets of the school community--students, parents, staff, allied agencies, and the general citizenry.

The elementary principal equipped (in the fullest sense of the word) to perform successfully the total task of leadership among his many "publics" is the one who is basically knowledgeable and intelligently conversant in:

The continuous progress concept of education (ungraded, nongraded, developmental, etc.)

Computer-assisted instruction

Research and development efforts in attempting to meet and evaluate individualized learning styles and problems of pupils

Modification of instructional patterns to meet the demands and complexities of our technological age and the social overtones inherent in the age

Practices affecting cooperative decision-making being demanded by classroom teachers, community leaders, students, and hesitantly being relinquished or conceded to by administration

Educational specifications for facilities and equipment

Effective interpersonal and intergroup communication techniques

Ongoing assessment practices relating modern educational practice to realistic cost-benefit ratios through such procedures as program budgeting

In reality, the elementary school principal's position is not <u>becoming</u> more important, it is <u>already</u> more important. Tomorrow is already here, and too frequently we find that today's elementary school is really the school of yesterday. Where some of us may never be a significant part of the solution of this dilemma, all of us are most certainly a part of the problem; and, of course, the elementary principal is right in the heart of it. His importance, to a large measure, will be directly proportionate to the contributions he makes to the solution of assuring timely, relevant and effective educational experiences for all children.

SEATTLE, WASHINGTON
DECATUR ELEMENTARY SCHOOL
<u>Jerry Newton, Principal</u>

I would like to begin by stating the major problems which affect the school today or which exist in the present structure. First of all, we are in the middle of a dual revolution; one, the fight for equal rights for

people of all races, and the other, the youth revolution in which young people no longer accept at face value everything presented to them by their elders. A third problem has to do with the fact that knowledge is accumulating at an accelerating pace. As a consequence, both the philosophy of education, and methods and content are in a state of flux. The trend is primarily toward the individualization of instruction for each pupil as well as "inquiry" methods as opposed to "teacher telling" in order to make education relevant and meaningful. Along with this, both parents and pupils are encouraged to become involved.

Therefore, I see the elementary principalship as one in which emphasis is needed on the skills involved in working on problems which concern human relations such as racial problems, activities involving parents and students in modifying curriculum, public relations activities involving raising money for schools, et cetera. To implement change toward an improved educational program the principal must possess the research skills that will enable him to present to his staff alternatives to present programs as well as the skills necessary to inspire and help teachers adjust to new methods and curriculum. This is an on-going task at which we never really arrive.

In the inner city or so-called ghetto areas school principals are faced with problems of discipline and violence such as never before. Often these are caused or stimulated by persons not directly connected with the school who are members of organizations which have financial resources enabling them to hire good lawyers and to be skillfully represented in court. In addition to skills involving human relations, therefore, principals need expertise in dealing with riots, "sit-ins", etc., as well as knowledge of the law regarding these kinds of emergencies.

To summarize, the principalship is changing from that of the manager of a school program which is passed down from above to one that is a leader of a group of parents, pupils, and staff who are attempting to improve rapidly the educational program in and for their particular community. Rather than carrying out school board policy, he becomes active as a partner in forming new policies and in providing the information and leadership to gain acceptance of these policies.

TAMPA, FLORIDA
CRESTWOOD ELEMENTARY SCHOOL
Robert E. Deen, Principal

The elementary principalship today is difficult to discuss with brevity and in concise terms, due to the complexity of demands made upon it. Such demands range all the way from those arising from within the profession as it goes through developmental change, to the expectations emanating from the school community, to the personal attributes of the principal, such as flexibility and versatility, and including those demands brought to bear by changes in student attitudes, problems and needs. The role of the elementary principal no longer fits the old concept of "head teacher within the school," nor yet does it rightly pertain to the category of "school plant manager," a term much discussed and concentrated upon by the layman during and subsequent to the Florida teacher walk-out. Yet to some degree, it encompasses both--among others.

Above all else, the primary duty of the principal is to secure for all students within his school the very best educational experience possible. To do this he must not only possess a broad and intimate knowledge of educational techniques, both old and new, but must be able to apply them within and to the satisfaction of his school community. Thus, he needs to know and understand this community well and be able to communicate with its members.

The public's interest in its schools has never been keener, which in itself is a very good thing. It has, however, had the added effect of pressuring today's elementary principal into the rather demanding role of public relations man, selling not only the educational program of his school, but also that of the county and state systems, in addition to defining the role of the teaching profession to an increasingly better educated public. He has to be knowledgeable political-wise in interpreting school financing and tax sources, budgets and school needs to the tax weary public. He becomes a motivator and advisor to parent groups, and an interpreter and administrator of school board policies and curriculum. A working knowledge of school board procedure involving routine business practices, as well as of local county and state policies and laws is a necessity.

The conscientious principal, aware of the diversity of individual student needs, will carry over into the selection of faculty a corresponding choice in talent and characteristics, and in so doing, present himself with the task of combining such diversity and individuality into a team which can operate harmoniously for the benefit of students. He can often find himself in the role of peacemaker; between teacher and teacher, teacher and student, parent and teacher, student and parent. He must know which student to place with which teacher and understand how each feels about the other. In fact, working with people--children and adults alike--on a one-to-one basis is a mandatory part of the job. Thus one of the prime requisites of an elementary principal is that he be a competent personnel director. The principal has to be able to select and integrate new personnel into the faculty situations. This is becoming even more complex as faculties move to team-teaching and other types of personnel arrangements where personalities and teaching strengths are paramount. He has the responsibility to move ahead with newer trends, still maintaining a secure and practical learning opportunity for students, and a satisfying teaching situation for teachers.

In addition to working with child, teacher, parent, and interested lay leaders, the principal is responsible for the management of lunchroom and custodial staff and finds it essential that he be knowledgeable in these areas. Lunchrooms are expected to operate financially as self-supporting, keep within set standards and controls and provide quality food for a large number of children. It is the responsibility of the principal to see that the operation succeeds. Some knowledge of catering, sanitation, and food handling is advisable.

With the increasing complexity of the modern school plant, the matter of its efficient use, proper care, and maintenance can mean not only the enhancement of the educational program; but a dollars and cents concern to the school system. Herein, therefore, is further extension of the principal's function: He has to keep abreast of progress in building design, maintenance and custodial care. He is also the coordinator of activities within the

school building, activities such as scouts, church and civic groups, parent meetings, and my further uses of the campus.

The school budget coming directly under his administration, he serves also in the capacity of business manager as well as provider of classroom materials and other supplies. Under the job of routine management is the constant study of financial sources as they become available, be it local, state or federally funded, in order that he may secure all available resources for his school. Inventorying library books, text books, furniture and other equipment is an on-going part of the business side of running a school. Annually the principal becomes involved in the details of state accreditation of schools. In order that he record his school accurately, he must have full knowledge of every phase of the curriculum based on behavioral objectives, an instrument designed to measure the academic progress of students and the efficiency of the learning environment.

Since he is primarily trained as a teacher and considered to be an expert in instruction, in addition to being the administrator for his school, of necessity his attention is focused on curriculum and what is going on in the classroom. Yet, because of the multitude of claims upon his time by the various other aspects of the job, he often feels that not enough is left over to concentrate as fully as he would wish on this important area. He is frequently called upon by his teachers to serve as curriculum consultant, evaluator and instructor, responding to the plea: "Show me what you mean." This brings us to that part of a principal's role in which a high degree of skill and professional attitude is called for--the business of teacher evaluation. If this is to be a constructive instrument, it must be entered into with a positive approach accompanied by the assurance of assistance forthcoming in areas of deficiency. Upon this depends the continuing efficiency and future success of the teacher. Thus, to be a fair and just evaluator, the principal must spend enough time in personal observation of the teacher at work as well as in periodic conferences.

The principal who relates well with people can find himself in the role of "someone to talk to" or the "shoulder to cry on," not only for teachers, but students and parents alike. Nor is the subject area confined to the academic process; it can spill over into personal frustrations. It happens that in running down causative factors in a student's learning problems, the family situation becomes involved and it falls to the principal to deal with parents, with full knowledge of parents, teacher and student interrelationship, as well as community influence, in some depth. It is a wide field when one considers the number of children to a given school, as well as the range of grade levels and subject areas, one requiring time and study if his services are to be effective. All too frequently the day is not long enough--especially those that are fragmented by the necessity of fitting in professional meetings outside the school, necessary though they be. Added time must also be devoted to involvement in professional organizations.

The principal's work in relation to his students is not confined within the school, but extends beyond it in cooperating with outside agencies and individuals, such as juvenile authorities, police or sheriff's departments, physicians and therapists, as well as with the specialized services offered by the county school system. The principal is the bridge between all of

these and the child. He must be aware of the availability and function of each of them. Frequently he is the link between distraught parent and special services available for a particular child's need. He fills the gap for the student between visits of social worker, health nurse, psychologist, speech and hearing therapist. At all times he must be constantly alert to the safety, health and physical welfare of the students, as well as to their need and obligation for democratic involvement in their school.

Not only does the principal become involved in cooperation with the education departments of universities in providing opportunity for teacher internship, but he must also be the prime mover on in-service education for his faculty, and on teacher enthusiasm and the educational atmosphere within his school. His attitude as well as his ability to work with his students' parents sets the pace for community pride in the school. The principal is the last hope for the failing parent, the failing teacher and the failing student.

In considering the current role, one must bear in mind that training opportunities in the past for the job of principal have been virtually non-existent. Taking into consideration the fluctuations in the needs of communities, it is obvious that the encompassing role of the elementary principal today will vary. Thus, it is difficult to sum up briefly and adequately the entire scope. Only rather broad areas can be defined. For the rest, it is limited only by factors of time, individual interpretation and ability to give. With today's trends toward dramatic change in education and the accelerating impact of available knowledge, the principal of yesterday and today must be able to change, or else he must move over into a more sedentary position--if any such exists in today's education profession.

TUCSON, ARIZONA
WINNIE E. WHEELER SCHOOL
Mrs. Elizabeth Vernon, Principal

Never has the role of the elementary principal been more challenging nor more difficult, for the principalship is changing and many find it difficult to adapt to change. What are some of these areas of change? First of all, the elementary principal is no longer "the boss", but rather a respected member of the educational team, for teachers are professional, well-trained, creative, and knowledgeable and expect to be treated as such. A wise principal uses all of this teacher training and talent in planning, carrying out, and evaluating the school program. Professional negotiations have been responsible for change in the principal-teacher relationship, too. Teachers are asking for a larger share in decision making and through negotiations are bringing about a reevaluation of the administrator's duties and responsibilities.

Another change is that instructional supervision by the principal is becoming less necessary as teachers look to the universities and their colleagues for help. It is important to remember that the principal is an administrator not a teacher. It is impossible to be an instructional expert in all subject areas today. The role of the principal is to see that the teachers have educational experts to help them.

The elementary principal must work with teachers, children, parents, the community as a whole, and the central administration. What is expected of him in each role? I believe that the most important group for the principal is teachers, for the success of the educational program depends on the classroom teacher. If the principal is to be effective, he must help the teacher to be more productive as well as help to make the working conditions for the teacher more desirable.

What is the principal's role with the children in the school? In spite of the fact that principals have all been teachers and enjoy working with children, they must relinquish the role as "teacher", and act as an aid to the teacher or counselor who works directly with the children. In working with parents, the principal must often be a diplomat. He is frequently a "go-between" between parents and teachers. The principal must be able to explain school board policy, state law, selection of textbooks, the grading system or any other question concerning schools, for the elementary principal is THE administrator to the parents of his school area. Working with the community as a whole has become increasingly more important in our changing society. Growing public interest in education has increased the principal's community involvement. Often the principal is asked to meet with pressure groups who demand change or are upset by it. The principal is also involved with welfare agencies, the police and other agencies in the community.

What is the principal's role with the central administration? This will vary with school districts, of course. Hopefully the principal will be able to be an educational leader, not merely a link between the central administration and the individual school.

Yes, the role of the elementary principal is changing. It is more demanding and more exciting. The elementary principal must develop better human relation skills, have a greater understanding of his community and the people in it, and be willing to share the responsibility of shaping educational policy and practice with the staff. One thing does not change, however, and that is the concern of the elementary principal for the welfare and education of the individual child.

TULSA, OKLAHOMA
MCKINLEY ELEMENTARY SCHOOL
Ben A. Wiehe, Principal

As all other aspects of our society have been and still are going through the throes of change, so too is the elementary principalship. For many years the elementary principalship was considered by many administrators to be a stepping stone to something "better". I believe that this situation no longer exists to any marked degree and that the elementary principalship has become looked upon as a professional position of some importance having career status.

Because more people have been looking to the elementary principalship for a career, the performance level of administrative skills has also been increasing. The elementary principal today is expected to be able to function in a more significant manner in the various aspects of educational leadership than had previously been the case. The idea that the elementary principal

should function in a more responsible manner is not without its detractors. There are those among the teacher groups who would have the principal with much less responsibility even to the point of eliminating the position in favor of a committee selected by the teaching staff. Whatever his name or title there will always be a person necessary to provide educational leadership and make administrative decisions for an elementary school.

I think the position taken by the Department of Elementary School Principals of Oklahoma on the role and responsibilities of the elementary principal best reflects my attitude, since I chaired the committee that wrote it. On January 16, 1969 the Oklahoma principals adopted the following position statements:

It is the position of this organization that:

1. Since schools exist for children and youth, it is the prime responsibility of the principal to exert every effort toward maximizing the educational opportunity for all.

2. The instructional program of the school is a vital responsibility of the principal. He should be the active chief supervisor of his school and through cooperative planning with the faculty and others concerned, modify and adapt the curriculum to the local community.

3. The principal is responsible for interpreting the schools to the public. The image pupils bring home daily should be one that truly reflects the philosophy of the school program.

4. The principal has a responsibility for the preservation of the rights and professional respect of the faculty under his direction.

5. The principal is responsible for the development of professional loyalty among his staff for the administration and local board of education under which they serve.

6. The school principal should share in the responsibility of teacher selection. He should evaluate the effectiveness of personnel assigned under his direction and participate in any decision affecting changes of assignment.

7. Since the principal is in a position to best utilize the facilities and staff, and is aware of the needs of the community, he should share in the responsibility for the organization of the school program.

8. The principal is responsible for the in-service training program in concert with teachers and personnel from higher administrative authority.

9. The principal should act as a consultant under the guidance of the architect in the designing, construction and/or remodeling of school plants.

10. The selection of educational media and supplies should be the combined responsibilities of the educational staff. The teacher and principal should see the need for and request aids that are beneficial to the various areas of instruction. That which is educationally desirable should be administratively feasible.

11. Principals should be selected and informed of their appointment at the earliest possible date. To better prepare the prospective principal for the responsibilities of the position, an internship should be established in order that the new principal has experience under the supervision of a qualified and successful school principal.

I believe that the status and functional responsibility of the elementary principal will grow in the future. There is a great need and opportunity for well trained and knowledgeable people in this profession and colleges should gear themselves to the development of sound management skills in those who would aspire to be our elementary principals tomorrow.

WASHINGTON, D. C.
RIVER TERRACE SCHOOL
Winston E. Turner, Principal

The elementary principalship formerly had as its major concern the improvement of instruction. To that end, principals devoted most of their time to providing leadership and expertise to teachers to insure a well-organized, balanced program of educational activities centered around what was best for the growth and development of children.

Today, while this is still an important function of the elementary principal, there are other issues which demand so much of his time that the improvement of instruction gets less attention. Among matters which receive much of the attention of today's principals are:

1. Professional Negotiations

   Collective bargaining procedures, implementation of contracts with teachers, secretaries, lunch workers, custodians and other employees of school systems account for a sizeable portion of the principal's work day. There is a concerted effort in many places to use these instruments to remove much, if not all, authority from the principal, but leave him with the full responsibility of the position. Local boards of education are not providing support to principals. Rules are changed to suit the tempo of the moment and principals, who are expected to implement the rules, are not involved in the decision-making process.

2. Community Involvement or Community Control

   Traditionally one of the functions of the principal has been to effect a good working relationship between the school and community. Today, however, there are new dimensions to this area. Every day one hears such questions as:

Who shall control the schools?

Shall the schools be decentralized?

How shall principals and teachers be hired?

Shall we extend the school day? The school year?

How do we fuse the recreation program with the education program?

What shall the code of dress be? Who will determine it?

3. Paraprofessional Assistance

The many demands being put upon schools to provide more services have necessitated the hiring of sub-professional or paraprofessional workers. Utilization of this personnel where most effective is a prime concern of the principal.

4. Teachers

Many schools are hiring teachers not specifically prepared to teach in the elementary school. In addition to their lack of training, many of these teachers bring militant, hostile attitudes to the job which interfere with any progress which might be made toward helping them succeed in the classroom. These attitudes influence the behavior of children in an adverse manner, thus compounding the situation.

5. Technology

Computers have begun to have an impact on the elementary school, too. Pupil report cards, administrative reports, and in some areas class schedules are all being computerized. Principals must be cognizant of this as they make their overall plans.

The elementary principalship today still concerns itself with the improvement of instruction but this function has taken a subordinate role to the management of function.

WICHITA, KANSAS
WICHITA PUBLIC SCHOOLS
Miss Ruth Crossfield, Principal

Change and innovation have become the order of the day and the elementary school principal must fact the challenge of keeping up-to-date his comprehension of these changes and his competence for coping with them. Boards of Education must recognize the need for continuing education of administrators and permit administrators to spend part of their regular working hours on in-service education activities. This may mean taking graduate courses, visiting schools, regional laboratories, and participating in other kinds of

in-service activities still to be created and developed.

The elementary school principal must have a far greater understanding of his community and its people, and he must have better human relation skills for working effectively with community members. Good human relations assume growing significance especially as conflicts arise and pressure groups seek to attain their own particular goals for control of the schools.

The principal of today is the chief agent of change in the school. He is a social worker, a citizenship director, a federal programs coordinator, a mass media expert, and a director of finance--with less time for supervision. He spends an increasing amount of time with grievance committees and negotiation teams.

As this tempo of change increases in the nation's schools, it appears certain that the position of the elementary school principal will assume increasing importance and also become increasingly difficult. There has never been a time of greater challenge to education, and superior leadership is vital.

The role of the elementary principal has changed a great deal in the past generation and will change dramatically in the years to come. But some things will never change--the elementary principal of the future must continue to be the specialist in elementary education with his focus always on the child. We still need principals who see elementary education as an opportunity to affect eternity.

NORFOLK, VIRGINIA*
LITTLE CREEK SCHOOL
Mrs. Sara J. Nichols, Principal

The elementary principalship grows in importance with each day and each year. The elementary principal can and should seek to improve the quality of educational programs through his participation in planning and carrying out evaluations. Since each community is unique, this is where evaluation and positive action should begin.

When I was in grade school, printed on the front cover of my writing tablet were the words: "A Democracy is a government of the people, for the people and by the people." If we will put these concepts to work in our schools and communities, I believe we can help clear away some of the debris by living and practicing the basic principles of democracy while we contribute toward reconstructing a more livable society.

To begin with we need to take into account individual differences among the members of our staff, professional and non-professional. In developing leadership we need to organize to give staff members responsibilities suited

*This statement was received after the report was prepared. The respondent believes that the principal is becoming more important.

to their interests, personalities, and capabilities. This utilization of individual differences among members of a staff is essential. An advisory faculty committee, working with the principal, can make school operation more effective and functional. Through this committee, teachers voice the opinions of the staff, whether it be those dealing with personnel relations, in-service training, policy making, or innovations in the school curriculum. When the staff is so involved, the principal can, with their help, make a frontal assault on the existing school structure to replace outmoded teaching methods, improve pupil-teacher, teacher-parent relations, and get rid of obsolete behavior codes replacing them with new, better forms and ideas.

Shared leadership among the staff members penetrates through the student body. Many opportunities can be given for pupils to develop leadership qualities and to participate in the affairs of the school through their student organization and student committees. Students need to be involved to the degree that their maturity permits in setting up behavior codes, in evaluating curriculum experiences, and in making suggestions for change. There is danger in giving students too much leeway in their search for identity, in their search for someone to believe in and follow. We need to help each child keep his own identity even in an arena of conformity. I am convinced that much of our unrest today comes from a lack of guidance and direction in developing proper, mature judgment during the formative years. Our boys and girls need our mature judgment and our stabilizing and clarifying influence to help them become citizens capable of accepting responsibilities in a democratic society. The elementary principal, along with his staff, must accept this challenge to guide students in practicing principles of democratic living.

There is need to acquaint the public with information about the schools. Involving parents in the overall school program is our responsibility. Providing opportunities for parents to study and to discuss school problems, along with students and faculty, can serve as a supportive force in the search for ways to help pupils build a more durable society. Helping parents to understand that the curriculum to be effective must be relevant to the individual needs of children is a responsibility of the principal. We must make provisions for parent participation through study, visiting, and group or individual conferences to examine the curriculum. Parents can assist in reevaluating instruments and methods used in reporting pupil progress. They should be informed about recent innovations in the learning process, and helped to understand that children can be better motivated through varied and different methods of instruction. Through the common understanding of parents and educators, suggestions and innovations may be considered and tried out in a joint effort to improve instruction. With a better understanding of the needs of the school, we can hope for greater public support in making changes that will make the elementary program more functional for children.

I believe the elementary principal is moving in the right direction and is accepting the challenge to work democratically in his school and community. These principles of democracy can move through the entire hierarchy of our profession; and as time moves on these same principles will lead toward a more unified profession. No principal loses any of his prestige or his security working in an environment of shared leadership. There is no place for the authoritarian principal who sits on an "ivory throne" and hands out mandates.

He, and other administrators, must join forces with the faculty, students, and parents in striving to make the school and community truly "a government of the people, for the people, and by the people." He must help to make our society the kind of Establishment that need not be challenged negatively but constructively.

If the elementary principal is assuming the role as the educational leader in his school, final judgment as to school policy, curriculum needs, changes, and innovations should rest with him as he works cooperatively with his staff, children, and parents. In this administrative capacity, he has greater sensitivity to the needs of his students whether they be ethnic, social, cultural, economic, or educational. The role of the elementary principal grows constantly and continuously.

ANONYMOUS I

The elementary principal's basic function of providing leadership, direction and assistance to teachers, other school employees, parents, pupils and members of the community at large in making possible the very best conditions for the education of all children within his school is as valid today as it has been in the past. The change in the role of the elementary principal has occurred not in his basic function but rather in the fulfilling of it. In each of the major areas to which the principal's efforts are directed, the change in his role is apparent:

Administration of Professional and Other School Employees

With the advent of the militant spirit of teacher organizations and the more demanding mood of organizations representing non-professional personnel, the principal has become truly the educational "middleman." The time-honored role of principal teacher has been banished by the teachers who feel he is a part of management, while top-level administration look upon him as a not too dependable member of the management team. He just may be too teacher-oriented to be a "hard-nosed" member of management. Many principals are unsure on which side of the bargaining table they should sit or desire to, for that matter.

Of course, any doubt that non-professional personnel had regarding the principal's role as a member of management has been erased by the strong position he has taken in relationships with them over the years.

Supervision and Administration of the Instructional Program

Many factors have complicated this most important job of the principal. Among these are inadequately prepared or disinterested teachers, greater complexity of the content of subject matter areas, the variety and great quantities of new instructional materials which have become available, and the many new instructional techniques.

The basic problem here is lack of time. Lack of sufficient time to work with the poor teacher, to personally keep abreast of changes in materials and techniques and to share the information with the staff through in-service training activities.

Business Administration of School

Inflation has necessitated that much maintenance be delayed and the principal finds himself in the position of defending Board of Education decisions to utilize maintenance funds for other purposes. The professional staff and the public are very critical of the shabby appearance of the buildings and the amount of equipment which does not function properly.

The lack of respect for property, so prevalent today, further complicates the problem. Vandalism damage has reached new heights. Glaziers, for example, are often so busy, a school must live with several boarded up windows in a classroom for several days.

Salaries of custodial and food service employees have not kept pace with those in industry and as a consequence the caliber of such employees is much lower than in the past. Of course, the 1969 dollar buys fewer instructional supplies than ever before. The principal has to become some sort of a wizard to stretch his instructional supply allotments to meet the needs of his staff.

Pupil Personnel Activities

The militant mood of today's society is certainly being felt in the elementary school. Maintenance of discipline is much more complex today. More parents expect the schools to develop the pupils' respect for law and order while they maintain a permissive atmosphere at home. To complicate the problem, many parents are too quick to defend their children at the expense of respect for the school and its personnel. The increase in the number of verbal and physical assaults upon teachers reflects this lack of respect.

The pressures principals receive to eliminate homogeneous grouping, to place children in programs for which they are unprepared due to lack of ability or achievement, to adopt a perpetual promotion policy, to eliminate grades, etc. cause him great professional and personal concern and make his position that much more difficult. Although schools are not social agencies as such, they often perform their functions. Free lunch programs, supplying clothing and food to indigent families, and counseling parents with personal problems consume an inordinate amount of the principal's time.

Parent and Community Relations

This seems to be an era of defeat for school tax levys and bond issues because "schools really do not need the money." This public attitude necessitates a vast expenditure of time by the principal during the months preceding an election. Recently this has become a yearly or a twice yearly task. The shame of it is that the principal's time could be used to more effectively improve the instructional program so the schools could sell themselves.

The criticism leveled at schools in the public media requires the principal to defend Board of Education policies and procedures, the curriculum and American public education although he probably has many ideas of ways in which the educational process can be improved but feels hamstrung by tradition and B.O.E. policy in his attempts to incorporate them in the program of his school. The current intense interest in education makes the principal a target for everyone who has an ax to grind when he attends public or social function.

The notion that the elementary school principalship is a static one is passe. A prime requirement for the selection of elementary principals should be his flexibility. The job has changed grossly in the past five years and is still undergoing rapid change.

ANONYMOUS II

While the more traditional administrative services performed by the elementary school principal remain essentially unchanged, the role of the principal in relation to the community he serves seems to be changing rapidly. A number of interrelated political and social circumstances contribute to this changing role. The so-called "taxpayers' revolt," pressures for community control of the schools, demands for decentralization of school administration, the increasing incidence of disciplinary problems and children who need special educational services, and a growing public dissatisfaction with the quality of instruction are a few of the factors that contribute to this changing role.

The consistency with which voters reject school tax and bond proposals serves to emphasize the vulnerability of the schools with respect to financial support from the community. The result is an increasing sensitivity to the public mood by elected boards of education and school administrators at all levels.

Boards of education have made a number of attempts to provide for community participation in decision-making within the existing legal structure. "Parent congresses" have been established. A parent congress is made up of representatives from parent organizations in each district school. The congress is autonomous; but it does not have legal responsibility for the schools. The members meet regularly with school board officials and may question board policy and make recommendations for change in existing policies and practices. More active community participation has been encouraged through the allocation of special funds to each parent congress. Such funds may be spent only on the initiative of the congress. Within certain legal limits, the funds may be used for the educational benefit of children in the district. While elementary principals may be consulted by parent congress representatives on the expenditure of such funds, the decision belongs to the parent congress and is binding upon the principal. Thus, we find the principal in a somewhat different role with respect to parent groups. He would be implementing decisions made by the local community.

Community schools have also been established to provide service to the community. Financed largely by foundation grants, community schools involve the use of school facilities and instructional and administrative services for up to thirteen hours per day. Children and adults in the community participate in a variety of tuition-free educational and recreational programs, for the most part, during the late afternoon and evening hours. The choice of activities that are offered is made cooperatively by members of the local community who serve on a community school advisory board, by the neighborhood at large through interest survey responses, and by a community school coordinator and the principal. While the on-the-spot responsibility for a community school rests with the principal, the success of the school depends upon whether it provides the services the community wants. The need for sensitivity and responsiveness on the part of the community school coordinator and the principal becomes obvious. Such schools provide numerous positive opportunities for the coordinator and the principal to work closely with members of the community.

The maintenance of an orderly and peaceful learning situation seems to take an increasing amount of time in large city schools. For the principal, the complexity of this problem is increased by what is often conflicting advice from concerned taxpayers. Such advice is being freely, vigorously offered. On the one hand, there are those who insist that obstreperous and obdurate students be given short shrift. It is now rather commonplace for principals to suffer the objurgations of parents upon whose children mayhem has allegedly been committed at or near school; and increasingly, we hear from parents who merely anticipate that their children will be assaulted. On the other hand, there are those who feel that alledgedly unruly students should be afforded due process rather than summary dismissal. The suspension of students from universities and secondary schools is now being challenged in the courts. It seems possible, at least, that elementary principals will be faced with similar proceedings before long. Often the most ardent exponents of both points of view have a rather tenuous grasp on the realities with which the elementary principal must deal. However, each incident must be given time and consideration and the principal must continue to deal calmly and judiciously with disciplinary problems.

Supervision or the improvement of instruction has traditionally been considered the primary function of the elementary principal. However, with the increase in non-instructional matters that demand the principal's immediate attention, it becomes more and more difficult to give this function the consideration it deserves. Obviously, the ergs now expended by principals on this duty are not enough. Time must be used more economically and programs and strategies for instructional improvement must be carefully developed, initiated, and implemented.

In summary it might be said that the elementary school principal as the responsible administrator at the point of effective action must be more and more sensitive to expressions of public concern for the conduct of the schools. He must continue to interpret board policy honestly and carefully for an increasingly concerned public. Efforts by elected boards of education to deal constructively and legally with demands for local control tend to change the role of the principal with respect to the public he serves. The increasing vulnerability of the schools with respect to tax and bond support seems to be increasing the likelihood of local control and, again, necessitates greater sensitivity and responsiveness on the part of the principal. The various political and social circumstances to which we must inevitably respond in time-consuming activities create a need for greater ingenuity and a more economical use of time by the principal in the pursuit of instructional improvement. Since change is coming and the principal must ultimately be responsible for implementing changes, it is felt that the position of the elementary principal is becoming more strategically important.

ANONYMOUS III

The principal of a school is the instructional leader. He is responsible for all activities and functions connected with the school and the curriculum. He is responsible for establishing and maintaining an atmosphere conductive to learning. His job is divided into six major areas of responsibilities: planning, organizing, directing, coordinating, controlling, and evaluating.

ANONYMOUS IV

No longer should elementary school principals be appointed to the position as reward for their years of experience as master classroom teachers. Master classroom teachers should receive compensation and recognition for their services as instructional experts. Master teachers should provide the leadership and set examples that inspire younger members of the teaching profession.

Elementary principals must be knowledgeable about curriculum matters and do need a successful classroom experience. The length of this experience would depend on the nature of the school community and the drive of the individual concerned. I believe that a classroom experience should lead into an internship of some kind. University work must continue, and the candidate must learn a great deal about group dynamics, professional negotiations, instructional trends, community analysis, building management, etc.

The elementary principalship is not comfortable. Many times it is called a middle management position. Usually you are in the middle. Every decision you make will require careful study to insure it will be in the best interest of the students and the instructional program. Policies will be examined by many special interest groups. Although not comfortable, the position does call for involvement in social and cultural change. There is a great deal of satisfaction to be received from this role.

Today's elementary principal must possess much physical and psychological stamina. He must not only be able to make a decision, but be willing to listen to others and modify his position if necessary. Flexibility of mind and action is a must.

Even large school systems find it necessary and desirable to be building and community oriented. The public relations factor becomes more important with our changing times. Changes in the instructional program are necessary to meet our changing social order. While the principal cannot always initiate such changes, he must stand ready to support and encourage innovators' attempts to improve instruction.

As the building manager, the principal is often responsible for budgeting for materials and supplies. Principals must be able to plan and budget with maximum efficiency. School facilities are community facilities. Principals must plan and cooperate in community use of school facilities far beyond the normal school day and year.

ANONYMOUS V

It is my opinion that the position of elementary school principal is becoming much more important today. In this rapidly changing world, school programs need continued and efficient alteration to keep abreast of what children must know and be prepared to do. Today's principal should have adequate knowledge of the changes in education that are of value in promoting maximum growth of pupils toward desirable goals. The following are a few of the areas in which the principal should provide leadership and have sufficient knowledge to train his staff:

I. Principals of psychology of classroom learning

A. The nature and the laws of learning
B. Roadblocks to learning and the procedures that may be undertaken to overcome them
C. Factors affecting the learning product
D. Motivation

1) Relationship to learning

a) Learning cannot take place without motivation
b) Learning takes place in direct proportion to the motivation of the individual

2) An individual affair
3) To raise the levels of aspiration

a) Respect the child as a person
b) Give him a taste of success
c) Help parents and teachers to raise their own level of aspiration

II. Curriculum development

A. Identifying individual learning problems

1) Short attention span
2) Immature pupils
3) Immigrant pupils who do not speak English
4) Adjusting the curriculum and instruction

a) Planning work that is neither difficult or easy for pupils with different ability, interest, and background

B. Procedures for organizing an individual progress program

1) Pupils progress at their own rate in the assimilation of learning paced by their needs and potentials

C. Methods of providing for the range of ability of the class

D. Methods for providing for the growth cycles of a child
E. Procurement of materials

1) For reinforcement of learning, review, and recall
2) For correlations in other subject areas
3) To supplement and enrich teaching

F. Formulation of new curriculum patterns
G. Procedures for group planning
H. Reorganization and enrichment of the curriculum
I. Improved methods of adapting instruction to meet the needs of pupils
J. Keeping abreast of new developments in curriculums

III. Instruction

A. Improvement of classroom instruction by newly available techniques
B. Utilization of new media of instruction
C. Improvement of the work habits of pupils
D. Greater efficiency in the teaching of fundamental skills
E. A more worthwhile use of textbooks
F. Programed learning

IV. Evaluation Procedures

A. Continuous evaluation of the educational objectives
B. Evaluation of the previous work
C. Teacher evaluation

ANONYMOUS VI

The position of a principal in this city has begun to take on added importance after going through a long period of declining decision-making. An awareness of responsibilities in the principalship is being recognized by both the school communities and a decentralized upper echelon of administrators.

A bill passed by state legislators in June will be a giant forward stride if signed into law by the governor. This legislation defines duties of a principal for the first time. While not giving all that principals had asked for, it nevertheless does add status to our position.

Many principals appear ready to take steps within their organization which will assist the weaker members. This, too, represents new thinking because we recognize that attempts must be made to up-grade the efforts of all and be more responsive to constructive programs not always developed in the old slow-moving pyramid of central office authority.

Serious problems still exist. The old organizational decision makers are reluctant to release their hold. Too many top administrators and teachers have been taken from the field and keep moving from one government and foundation program to another as funds run out. Teacher organizations and Boards of Education sacrifice the experience of a principal when contracts are negotiated.

The real issue, that of up-grading the educational program for students, has been sidelined. Principals are bombarded with teaching machines grinding out old ideas, larger books replacing older ones already too big, vocational programs bearing little relationship to new industrial concepts, and costly enrichment curriculums based on questionable research. Dedicated personnel who devote their energies to educating the child are becoming harder to locate.

Educational preparation in graduate schools and colleges of education seriously neglects the development of communication skills, and the processes involved in teaching reading, mathematics and other core subjects. Too much time is spent on older educational thought and we seem to be developing specialists in small, concentrated areas instead of giving the broad, general backgrounds so vital to success as a principal. Perhaps we can stimulate change at the higher levels of education by focusing on the primary teachers. For that's where it all begins!

ANONYMOUS VII

The role of the principal, particularly in the large city schools, is becoming more complex and challenging. Because of changes in society and its demands upon the school system, new roles must replace many of the traditional ones in order to adequately achieve present day goals. While the principal's role in the area of organization remains of paramount importance, he needs additional knowledge in a wide range of areas to be successful. The following areas of competence seem particularly important when considering the role of the principal of today. The principal should--

1. Be able to develop a program and curriculum in response to the needs of the children and community with which his school is concerned.

2. Be skilled in human relations and group dynamics to deal with adults as well as children.

3. Work with teachers (who are nearest the educational problems) to develop alternatives and solutions to the problems as they see them.

4. Create an atmosphere where innovation can thrive, be tested and evaluated without fear of future.

5. Recruit and make available resources not only from within the system but from the community as well.

6. Use organizational skills to get desired behavior outcomes when dealing with people -- parents, teachers, specialists, community pressure groups, children.

APPENDIX

LETTERS AND FORM

THE UNIVERSITY OF TOLEDO
TOLEDO, OHIO 43606 • AREA CODE 419 • 531-5711

COLLEGE OF EDUCATION
OFFICE OF THE DEAN

September 5, 1969

Dear Superintendent:

We are asking your cooperation in an attempt to improve our program of preparation for elementary school principals. We are asking one principal in each of the largest cities to comment on his perception of the state of the principalship today. We intend to analyze these comments for suggestions to improve our program.

We enclose a copy of the letter to principals and a form for the principal's response. We ask merely that you route these materials to an outstanding principal in your school system. It will then be his option to react as he sees fit. We shall, of course, supply a complete copy of the results of this effort to you and to the cooperating principal. In the event that you wish a copy of the materials for your file, we enclose a duplicate set.

Thank you for your cooperation in this project.

Sincerely,

Richard W. Saxe
Assistant Dean for Research
and Development

RWS/tk
Enclosures

The University of Toledo
Department of Educational Administration and Supervision
College of Education

September 10, 1969

Dear Principal:

It is our belief that the elementary principalship is in a period of transition. Those of us concerned with the preparation of principals must therefore re-evaluate our programs.

In this connection we invite you to react in a page or two or more as you wish to the open ended stimulus of THE ELEMENTARY PRINCIPALSHIP TODAY. You may organize your response in any way you wish. It is our intention to collate the information which you supply and make appropriate adjustments in our program.

Only one principal in each of the fifty largest cities is being invited to respond. Your reply will be published locally on multilith. We will collect the several responses and share them with you and your superintendent. In making your remarks it should be assumed that you speak as an individual principal, not necessarily representing the point of view of any organization.

Thank you for your cooperation in our effort to be more helpful to principals and thereby to public education.

Sincerely,

Richard W. Saxe

Richard W. Saxe, Chairman
Department of Educational
Administration and Supervision

THE PRINCIPALSHIP TODAY

Your Name_____ School_____

Address to which report should be sent: _____

_____

Directions

Please begin by checking the appropriate response on the item below. Then comment on your perceptions of the role of the principal as you know it. Organize your response as you wish. If you wish to be anonymous in the published report of this survey, check the space provided.

Importance
(Check one answer only)

It is my opinion that the position of elementary school principal today is:

Becoming more important.....____
Maintaining the same degree of importance.....____
Becoming less important.....____

Anonymity

If you do not wish to be identified in the report of this survey, enter a check in this space.....____

Now enter your comment on THE PRINCIPALSHIP TODAY exactly as it should appear in the report: Add more pages if we have not provided enough.

THE UNIVERSITY OF TOLEDO
TOLEDO, OHIO 43606 • AREA CODE 419 • 531-5711

COLLEGE OF EDUCATION
OFFICE OF THE DEAN

November 19, 1969

Dear Superintendent:

Recently we invited you to select a principal in your district to share his perceptions of the role of the principal today. This invitation was extended to principals in fifty of the largest cities. To date we have received 35 replies.

Since we have not received a reply from your district, I enclose a duplicate set of materials in case you should wish to transmit them to another principal who may wis to respond. We appreciate your cooperation with this project. A copy of the complete report will be sent whether we receive a reply from your district or not.

Sincerely,

Richard W. Saxe
Assistant Dean

RWS:fbw